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ABSTRACT

The 10 issues of this organizational journal provide news columns, calls for proposals, conference information, and several major articles. Articles in this volume include: "Restructure? You Bet! An Interview with Change Expert Alan E. Guskin" (Ted Marchese); "The State of the 'Engaged Campus'" (Barbara A. Holland and Sherril B. Gelmon); "What Proportion of College Students Earn a Degree?" (Clifford Adelman); "Powerful Partnerships: A Shared Responsibility for Learning" (Susan West Engelkemeyer and Scott C. Brown); "Essential Demographics of Today's College Students" (Edmund J. Hansen); "How the Corporate University Model Works" (Jeanne C. Meister); "Who Teaches? Who Learns?" (Kimberley Barker); "Institutional Performance Measures" (Susan West Engelkemeyer); "The Case for the Nine-Hour Course" (Earl L. Conn); "Fostering a Discourse Community: Part One of Campus Conversations" (Barbara Cambridge); "What the Learning Paradigm Means for Faculty" (George R. Boggs); "For Profit: Application of the Corporate Model to Academic Enterprise" (Richard Ruch); "Liberal Arts for Business: A Partnership Built by Faculty" (Michael Rao); "Solving a 'Higher Ed Tough One'" (Dan Tompkins); "Building Multiculturalism into Teaching-Development Programs" (Constance Ewing Cook and Mary Deane Sorcinelli); "Connecting What We Know and What We Do through Problem-Based Learning" (Claire H. Major); "Two Steps to Creative Campus Collaboration" (Jane Fried); "Spirituality in the Workplace: An Interview with Father William J. Byron" (Kathleen Curry Santora); "Learning Through Evaluation, Adaptation, and Dissemination: The LEAD Center" (Susan B. Millar); "Post-Tenure Review: Rehabilitation or Enrichment?" (Joan North); "Doing Assessment As If Learning Matters Most" (Thomas A. Angelo); "How To Get the Ball Rolling: Beginning an Assessment Program on Your Campus" (Catherine Wehlburg); "Assessment: An Integral Part of the Teaching System Two Models" (John Biggs); "Research, Ethics, and Public Discourse: The Debate on Bilingual Education" (Jim Cummins); "Looking Forward to 2000. 'To Form a More Perfect Union: Diversity and Learning'" (Margaret A. Miller); and "On Diversity: A Board Statement to AAHE's Members." (DB)

AAHE Bulletin 1998-1999

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Vol. 51 No. 1 • September 1998

AAHE Bulletin

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Transformational Change

An Interview With
Alan Guskin

1999 National Conference on Higher Education

Organizing for Learning

March 20–24, Washington, DC

- *Call for Proposals*
- *Deadline: October 15*

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AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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- **New Partnerships**
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  by Ted Marchese

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By Ted Marchese

Let us hear from you

Welcome to another year of the AAHE Bulletin! *We open this September with a new look and a new shape. The updated design is intended to convey ideas in a clear, uncluttered way; our new dimensions should make it easier for you to share articles with colleagues, file past issues, and fax our pages. All of these changes were made to help readers use the Bulletin; please let us know what you think.*

Content is still what matters most, and we're committed to bringing you the best articles on policy issues, academic affairs, and, of course, teaching and learning. We need your ideas and, if you have something to say, your manuscripts. Guidelines for authors are posted to AAHE's website (www.aahe.org) and to our Fax/Access service (510/271-8164, item 11). We're looking forward to hearing from you.

— Eds.

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Restructure?! You Bet!

Each September, the *AAHE Bulletin* starts the year with a theme announcement and call for proposals for AAHE's National Conference on Higher Education, in March. For an opening comment on this year's theme, "Organizing for Learning," we turned to Alan Guskin, whose writings on the topic turn up repeatedly in footnotes and conference packets. Guskin's seminal works appeared in consecutive issues of *Change* four years ago: first a piece on "restructuring the administration" (July/August 1994), then — and only then — a follow-on article about "restructuring the role of faculty" (September/October 1994). We spoke with Guskin on July 24th.

An Interview With Change Expert Alan E. Guskin

by Ted Marchese

Marchese: Alan, your two *Change* articles in 1994 [see box on page 6], on how to restructure institutions and academic work, have been among our most discussed pieces in recent times. What feedback have you gotten?

Guskin: I've spoken at 30 campuses and more than 15 national and regional meetings, giving keynotes, consulting, and so on. And you know, Ted, I expected a lot more criticism. Here and there I get some negative reaction. But what I've heard is mostly positive, especially from faculty. There is unease out there, a feeling that something is amiss and that things will have to change in some way. People aren't sure what that means, but they're concerned about their future. And in a lot of places, too, they feel their leaders aren't on top of things.

Marchese: I'm wondering about differences between 1994 and 1998, though. In '94, all we heard about was recession, restructuring, and reengineering. I don't hear those words so much now, but instead about higher education's "good times": more students, state appropriations up 11%, record capital campaigns, student aid flowing again, new buildings going up . . .

Guskin: True, the talk about restructuring was more intense when you had three years of no salary increases in some places, but I don't see any fundamental change now. We shouldn't be fooled by short-term changes in the economy or by a few more dollars for financial aid. Faculty salary increases this past year were 2%–3% on the average, not much of a gain given the salary losses earlier this decade. Yes, there are increases in enrollment, but no increases in the number of faculty in most cases. In fact, faculty find fewer full-time colleagues and more part-timers or non-tenure-track folk.

Marchese: Institutions, then, may be doing better, even as the people who work in them may be no better off.

Guskin: Right. The root problem, now as in 1994, is that the underlying expense structure in higher education is simply beyond the long-term capacity or willingness of society to fund. Even with more dollars coming in now, administrators read the numbers and look at the future and know that they still can't afford to replace all retiring full professors with like appointments . . . thus the "off-track" hires.

Marchese: And students?

Guskin: Aside from plant improvements and financial aid, what are they seeing in terms of better education? I don't see smaller classes, many more educational options, or more faculty contact being funded. One major change from 1994 is that students and the public now won't put up with the kind of tuition increases we put through earlier, which makes our underlying expense structure even harder to sustain.

Marchese: Let me take you back to your original articles, then, Alan. You predicted that the three pressures that would push us to restructure were costs, learning, and technology. Bring us up to date on these.

Guskin: We've talked about cost structures, but let me add this, Ted. Lots of the eye-popping successes we hear about today — the $1-billion campaigns, and so on — are concentrated in a tiny number of wealthy research universities and a few elite liberal arts colleges. They'll not be touched for some time by most of what we're talking about, though they'll have their own issues. Most students aren't educated in those places but in primarily undergraduate institutions, in state and regional universities, in smaller colleges, in community colleges. Those are the places with unsupportable cost structures that face these issues big time and can't raise tuition or fund-raise their way out of them.

What I learned in my campus visits is that too much emphasis is put on cost issues.

The whole issue of student learning outcomes is just taking off, far more so than in 1994. Our publics are really taking this more seriously. And higher education is quite unprepared for it.

The third issue is technology, which is coming at us faster than ever, and now with a new twist: we're facing aggressive, for-profit competitors whose whole mode is technology based, and whose investments we'll have great difficulty matching.

Marchese: Alan, I'll come back to these competitors, but I want to stay with your arguments for restructuring. Rereading your original articles, and thinking back on lots of presidential statements, the bottom-line reason always seems to be financial.

Guskin: What I learned in my campus visits is that too much emphasis is put on cost issues. They are a major force, and you can't avoid them, but everyplace I go faculty respond negatively to the idea that we have to change or restructure because of "unsustainable cost structures." For them, that means cutting faculty. The whole thing turns into an administration-faculty fight, rather than an issue of what's best for the institution and all of us in it.

Marchese: And the argument you now make...?

Guskin: The key issue is the impact of the three forces on faculty themselves and the quality of their worklife. Faculty will join in that discussion. If nothing changes, as they indeed sense, they are going to find themselves fewer in number, with more and more duties they don't like, in ever more prescribed roles, with less and less room to do the things they were trained for. I believe that the major lever for change lies in faculty thinking hard about their own future. If faculty, especially those who are young to early middle age, begin projecting their own professional future, then many of them will realize that the present academic structures will need to significantly change.

Marchese: For faculty, this is too important an issue to leave to administrators?

Guskin: Absolutely. We kid around about it, but you know administrators come and go. The average length of stay for presidents is five to seven years; for deans and VPs, it's less than five years. But a process that would bring fundamental, structural change takes five to 10 years. You look around a place and notice that it's faculty who stay at that institution. Administrators may lead, facilitate, or support a change process, but it ultimately goes nowhere unless and until it captures the imagination of faculty, especially the more creative risk takers. They and their colleagues who will follow them are the ones who will have to live with it.

When I talk about change, I don't get resistance from faculty at all. Quite the reverse. They are very attentive because they are already sensing that their role is getting clipped and changed. Too many of the most creative people are retiring early. The younger faculty are looking ahead and worrying a lot.

Marchese: Alan, we have a "new" factor in the picture, the emergence of well-heeled, for-profit competitors. We see established universities responding in kind, with for-profit arms created by administrative acts. What twist does this put on the picture?

Guskin: An interesting twist, because most of the for-profit ventures don't have a full, stable faculty. They don't invest in a faculty infrastructure, which by itself should give most faculty members pause. What these ventures do is live off the faculty of established colleges and universities and the fruits of their labors. At best, it's a symbiotic, and at worst a parasitic, relationship. The reason the for-profits make money is because they don't have to support a lot of faculty activity that doesn't pay off directly to the bottom line.

The other side is that these for-profit ventures are very student oriented, and they are challenging traditional higher education where I think we need to be challenged. Whatever their motives are, they've realized that if they're going to be successful, they have to really understand where students are and appeal to them.

Marchese: The for-profits pick off, of course, the cream of programs, the ones that will attract the most students and are the easiest to mount.

Guskin: That's okay, that's to be expected. But the key learning for us is that students, especially working adults, care about the time it takes to go from home to a facility, they care about scheduling, they want assured routes to a

degree, they care about responsiveness to their situations, and they're willing to pay a premium for that attention. So that's a good message for us to think about, instead of worrying about profit versus not-for-profit. Think about it for a minute: every nonprofit in the country lives off its profitable programs, by using low-cost, popular programs to fund the high-cost, less popular ones.

Marchese: Alan, whether there are hard times or new competitors, the advice we hear is "Know your own values, hold on to what's worth keeping." What is worth keeping?

Guskin: Whenever you're involved in any significant or transformational change, the key for me is the vision of where you're going. You don't change just to change, you change *for* something, *to* something. And whatever the vision of the future is, for any institution, it has to be grounded in the values of that institution and no other, or it has no meaning.

The problem is that most institutions haven't thought in depth about their real values. I don't mean the published mission statements. I mean what's the nature of their being, their underlying core values? For undergraduate institutions, the nature of their being should be student learning. But you have to dig deeper than that. What is the character of learning that we want for students? The best ways for that learning to occur? What should the degrees that we award signify?

Marchese: This is asking a lot. Most faculty and administrators don't think of themselves as scholars of the teaching-learning process or of the organizational structure of universities.

Guskin: In the end, though, if you hope to conceive of an academic organization that can achieve a different order of results for learners, at an affordable cost and with a decent worklife for faculty, you have to look at the institution's core processes, which brings you to teaching and learning. Most faculty up to now, as you say, haven't been scholars of the teaching-learning process. They spend very little time thinking or reading about it, so they wind up with a paucity of ideas for dealing with it. Over and over again faculty will justify lecturing, not because they've thought about it in any depth but because it's what they've always seen and assumed to be the role of a faculty member. Once you assume that learning means 20, 30, 40, or more students in a classroom three times a week with a faculty member up front lecturing, you've locked yourself into the present system. You'll never create an effective, affordable, faculty-attractive college.

Marchese: Alan, my short sense of what you're saying is that the answers to the three challenges you see facing us — costs, outcomes, technology — lie within a deeper examination of how we think about teaching and learning.

Guskin: Yes. And I put special emphasis on the learning side. If we were clearer about the kind of learning we want and how it can be brought about, we'd see that students can learn in many different places, with different people and on their own, and we'd leverage *all* of those toward the outcomes we wanted and not assume that the only creditable learning results from faculty teaching in classes. I don't believe you can solve any of the three problems within our present delivery system.

Marchese: To paraphrase an old saying, that system is perfectly set up for the learning outcomes it achieves . . . and for what it costs.

Guskin: It's based on the whole financial structure of the past, not on who we are and what we have to do now and in the future. That's the problem.

Marchese: As the CQI folks say, "It's the system, stupid!"

Guskin: A major problem I run across in my travels is that most people on campus don't understand how to manage a change process, and they especially don't understand the concept of *systemic* change. It was realizing this that led me to write the article on the change process ["Facing the Future," *Change* magazine, July/August 1996; see box on page 6]. Most of our people in leadership positions have learned in a trial-and-error way how to do their work without any in-depth conceptual tools or thought about organizations as systems. They add a program here, fix another there, but it's all incremental and disconnected, so there's no real change in overall performance or costs. All the tinkering never gets to how the system itself is organized or to root assumptions about core processes. But you'll never get a different order of result without significant or transformational change, and for that you have to think systemically.

Assessment of student learning is contrary to many of the underlying assumptions of a faculty-oriented teaching-learning process; assessment is a real value if we focus on student learning.

Marchese: That's what AAHE means by "organizing for learning." There are no good guys and bad guys, just powerful systems and unexamined assumptions.

Guskin: People are doing the work they do because that's what we've asked them to do. The practice of faculty-bashing upsets me. It's just untrue that the overwhelming majority of faculty are "lazy" or "resistant to change." Faculty are doing what they've been trained and asked to do, often for long hours and modest salaries.

Marchese: Alan, let's turn a corner here. We've been talking about problems: How about your solutions?

Guskin: Most of them are not new. We have to focus on student learning outcomes and build our undergraduate programs to produce more learning at less cost. Basically, we have to move from a faculty-teaching focus to a student-learning focus. If we do that in a systemic way, then many of the innovations of the last decade will be more powerful — interdisciplinary problem-focused learning, cooperative learning, service-learning, learning communities, and so on. This will mean changes in how we use time (the calendar) and changes in how students use technology.

One major entry point in restructuring our undergraduate institutions is enabling faculty to project how the present academic processes and structures (and those costs) will continue to diminish the quality of their worklife. Another entryway is through assessment, which raises the right questions and provides evidence to boot. I know you'll tell me, Ted, that assessment is struggling. But that's no mystery: where are the rewards for it? Assessment of student learning is contrary to many of the underlying assumptions of a faculty-oriented teaching-learning process; assessment is a real value if we focus on student learning.

Marchese: Whew . . . that's a lot of ground to cover.

Guskin: It's the sense of denial about all this that alarms me, Ted. Physicians said the same thing that faculty are saying now: "We're professionals, we understand, trust us." But people don't buy that anymore. The doctors dug in their heels about any proposal for a more affordable health care system. They got blown out of the water.

Marchese: In just a handful of years, private medical practice has all but vanished. You hear doctors saying, "This isn't the profession I committed my life to; I'm retiring as soon as I can."

Guskin: You can hear that on campuses now, too. You know, there was probably no more powerful profession than medicine. Who would have believed that the freedom of diagnosis and patient care would be taken away from doctors? And here it's happened. And faculty are nowhere near as powerful as a group as doctors were. If we resist this whole movement to become more efficient and effective and concerned about learning outcomes, we'll get blown away, too. That's my biggest fear, that faculty and institutions won't make the adjustments they have to make, that the quality of faculty worklife will deteriorate, the best people will leave or not enter, and this wonderful system of higher education we have will be torn apart.

Ironically, when changes are forced on us they'll be in the name of students, but what will be undermined more than anything else will be genuine student learning.

Marchese: Alan, a last word.

Guskin: I think we have to build a sense among senior faculty that they have a responsibility to the next generation of faculty, a responsibility to create a profession that allows younger people to experience the joys and accomplishments of the professoriat that we have enjoyed over the past 40 years. If our senior people bail out, which more than a few are tempted to do, I think that's very unfortunate. Because most senior faculty, people in their early sixties, can have enormous influence within their institutions, and they have to be party to any larger change in faculty worklife. So we as leaders — faculty and administrators alike — have to convince those senior people that before they retire, they have a responsibility to pass on to the younger generation a better environment, that they must have a sense of stewardship for academic life.

Marchese: Alan, thank you very much.

For Further Reading

Guskin's *Change* magazine articles are available from AAHE's Fax/Access service, 510/271-8164.

- "Reducing Student Costs and Enhancing Student Learning: The University Challenge of the 1990s. Part I — Restructuring the Administration," *Change*, July/August 1994; seven pages. Fax/Access item 17.
- "Reducing Student Costs and Enhancing Student Learning: The University Challenge of the 1990s. Part II — Restructuring the Role of Faculty," *Change*, September/October 1994; nine pages. Fax/Access item 18.
- "Facing the Future: The Change Process in Restructuring Universities," *Change*, July/August 1996; 11 pages. Fax/Access item 19.

Alan E. Guskin served as chancellor of the University of Wisconsin-Parkside from 1975 to 1985. From 1985 to 1997 he served as the chief executive officer of Antioch University, as president (until 1994) and then chancellor; from 1985 to 1994 he also served as president of Antioch College, one of the university's five campuses. He is presently distinguished university professor at Antioch, where he spends his time writing, teaching, and consulting on change and restructuring in higher education.

In addition, Guskin is working with Columbia University Teachers College and its president, Art Levine, to create a new institute on the future of higher education. Contact him at 3626 Fidalgo Drive, Clinton, WA 98236 or aguskin@university.antioch.edu.

The 1999 National Conference on Higher Education
March 20–24, 1999 ◆ Washington, DC
Call for Proposals

Organizing for Learning: Constant Values, Competitive Contexts

This year's theme statement.

by Margaret A. Miller, President, AAHE

Converging forces are reshaping the environment in which higher education operates. Shifting student demographics, funding patterns, and political and market pressures on the one hand, and promising new teaching technologies and pedagogies on the other, require changes in the ways we organize to ensure deep learning for all students. Within this flux, we must think harder about how to preserve the academy's core values, not the least of these our commitments to access, quality, diversity, liberal learning, free inquiry, and community.

AAHE's 1999 National Conference on Higher Education will focus on the interplay among the forces driving change in higher education, our new knowledge about how to organize more effectively for deep learning, and what we want to preserve in the process. The theme is consonant with AAHE's mission to "promote the changes higher education must make to ensure its effectiveness in a complex, interconnected world." At this conference, AAHE continues its efforts to equip "individuals and institutions committed to such changes with the knowledge they need to bring them about."

Sessions and workshops will focus on evolving policies and practices at every level of campus organization: classroom, department, program, college, institution, and state. This year's **conference tracks** are:

- *Alternative pedagogies and structures*. This track examines the structural implications of the new pedagogies and teaching technologies. How must we organize and operate for deep and durable learning?
- *Leading the effective institution*. This track focuses on how institutions can enact their values and missions more effectively and manage themselves strategically.
- *The competitive environment*. These sessions look at the larger environment of higher education and at the competitors, partners, and public policies that institutions need for success in the future.

Session Development

Because the National Conference on Higher Education is the cornerstone of AAHE's work, the program will be shaped in part by AAHE's programs and projects: its Teaching Initiatives, Forum on Faculty Roles & Rewards, Assessment Forum, Service-Learning Project, Quality Initiatives, and Program for the Promotion of Institutional Change. We will also solicit ideas for sessions from the TLT Group: The Teaching, Learning & Technology Affiliate of AAHE, from our partners in various projects, and from AAHE's member caucuses and networks. But to make the conference effective, we need your help.

With this Call for Proposals, AAHE asks you to generate sessions that address questions implied by the three conference tracks. People who attend the National Conference look for models that can help them address the challenges they face. If you have such models — or insights into the issues we need to address — we hope you will propose a session and presenters for it. The Call for Proposals contains questions to prompt your thinking about the kinds of sessions you might propose, but others pertinent to the topic may occur to you as well.

We look forward to hearing from you and to seeing you at the conference, March 20–24 in Washington, DC.

The 1999 National Conference on Higher Education
March 20–24, 1999 ◆ Washington, DC
Call for Proposals

Organizing for Learning

Questions to think about in developing sessions for the National Conference's three tracks.

The 1999 National Conference on Higher Education is organized around three theme-related tracks. AAHE invites you to submit session proposals and suggestions for presenters in any of these areas. The following questions are meant to stimulate your thinking, not constrain it.

Track 1. Alternative pedagogies and structures.

At AAHE's 1998 National Conference, plenary speaker K. Patricia Cross summarized the meta-lesson learned from all our research on teaching and learning: students learn best when they are actively engaged in their studies (read her splendid speech on the AAHE website, www.aahe.org). Students also learn more deeply, we know, when their minds, hearts, and hands are engaged; when they have the benefit of a rich social and sensory environment; and when they have a compelling problem to work on. A host of successful teaching strategies, many of them featured at the 1998 National Conference, bear witness to these lessons. Service-learning; learning communities; collaborative, cooperative, and problem-based learning; undergraduate research; and the thoughtful use of the new teaching technologies all provide students the chance to link theory with practice and to put their learning to work.

Too often, though, students have a rich learning experience one year, only to find themselves back in "the old school structures" the next. Since deep learning is cumulative, this discontinuity of experience diminishes the efficacy of even the most powerful pedagogies. Organizationally, the question is this: What separates an interesting but isolated educational experiment from a strategy with the potential to transform student learning throughout an institution? Why do some promising approaches languish, while others provoke a flurry of innovation? How can the structural barriers to change — culture, calendar, buildings, and reward systems, to name just a few — be overcome?

Questions:

- What new configurations of classroom time and space are required by the new teaching technologies, by pedagogical innovations such as service-learning and learning communities, and by interdisciplinary curricula? How can they be planned for and managed?
- How can we make the most effective use of faculty time? What combinations of faculty instruction, independent learning, peer coaching, computer-aided instruction, and group-based projects can optimize learning?
- What changes on behalf of learning are enabled by breaking the connection of contact-hour and course-credit, experimenting with the calendar, and separating teaching from credentialing?
- How can the curriculum and the cocurriculum be better yoked on behalf of learning? How can academic and student affairs staff work together more effectively on behalf of student development?
- Given the risks and work involved in change, how can the vigor and satisfaction of faculty and staff be sustained?

Opportunities for Students

In recent years, the involvement of students at the National Conference has noticeably increased. We are pleased to have an active group of students interested in the programming of the conference and invite you to join this group and to look for student-sponsored sessions at the conference. AAHE would like to increase the number of general sessions presented by, and for, students. In addition, the AAHE Student Caucus welcomes additional volunteers who would like to help in planning conference events and programs.

For more information about the AAHE Student Caucus or its conference activities, contact Kendra LaDuca, director of conferences and meetings, 202/293-6440 x18 or kladuca@aahe.org.

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- What are the implications of treating teaching as a scholarly activity? How should teaching be conducted, reviewed, evaluated, and rewarded for that to occur? How can the assessment of student learning inform us about the effectiveness of teaching?
- What strategies ensure the success of all students? How can campuses reap the educational benefits of a diverse student body and create a supportive and productive environment in the classroom, lab, field, and residence hall?

Track 2. Leading the effective institution.

The internal culture and organization of an institution can enable or impede the kinds of changes needed to sustain vitality. The culture of a campus is partly shaped by history, but it is also affected by the degree to which people understand the current state of the institution and have a vision of where the institution must go. When both current reality and vision for the future are articulated by effective leaders, any gap between reality and vision provides a compelling impetus for change, and strategies for moving from here to there can be devised. Leadership at all levels can also create a climate that is conducive to risk taking and experimentation.

Many institutions are fundamentally reconceiving their structures: the hegemony of department and college and the separation between academic and student affairs are being challenged by border-crossing programs and activities. These include centers, institutes, multidisciplinary programs, and learning communities, as well as alternative colleges and integrative curricula. The separation between on- and off-campus work is also becoming less absolute as new communication technologies tether distant learning activities to the central campus. Finally, campus governance structures that appropriately locate responsibility for decision making that is combined with consultation, communication, and information sharing can help unfreeze rigid structures and practices.

Questions:

- How can the walls between departments and colleges be breached? What other structures promote learning and the diffusion of successful innovation?
- How can a campus nurture its leaders at all levels, from the department chair to the president? How can leaders work in concert to effect change?
- What kinds of faculty and staff development activities are required to make changes? How do the roles and reward systems for faculty and staff need to change?
- How can part-time and adjunct faculty be trained, supported, and evaluated so that they can better contribute to the institution's effectiveness?
- How can unit-evaluation processes (e.g., accreditation, program review) be improved? How can information about results be regularly monitored, communicated, reflected upon, and used for improvement, planning, and decision making?
- How can campus governance be made more effective while still preserving the fundamental values of shared governance? Can the split between collegial and managerial cultures be mended?
- What role might information technology play in monitoring institutional performance, reconfiguring campus structures, and intra-institutional communication?
- How can resource reallocation at an institution be used to promote, support, and reward change?
- What collaborations between educational entities — primary and secondary schools with colleges and universities, two-year with four-year colleges, liberal arts with research institutions — work to the benefit of students?
- How can partnerships with the community enhance faculty life and campus resources?

Colloquium on Campus Conversations

Anyone interested in the Carnegie Teaching Academy Campus Program is invited to register for a new event at the National Conference, the Colloquium on Campus Conversations. Sponsored by the AAHE Teaching Initiatives, this preconference event includes sessions on becoming involved in the Campus Conversations process, the scholarship of teaching, scholarly projects of the Carnegie Teaching Academy's Pew Scholars, and campus cultures that support teaching.

If you or your campus would like more information, contact Teresa E. Antonucci (tantonucci@aahe.org) for a "Campus Program" booklet. You are invited to attend the Colloquium whether your campus has already become involved in Campus Conversations, is considering participation, or could simply benefit from your learning.

Campuses that typically would have selected faculty members for AAHE's Forum on Exemplary Teaching are encouraged to sponsor faculty members for the Colloquium on Campus Conversations.

To discuss the Carnegie Teaching Academy Campus Program or the Colloquium, contact Barbara Cambridge, director of AAHE Teaching Initiatives, bcambridge@aahe.org.

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Exhibit Program

Exhibit at AAHE's 1999 National Conference and reach more than 1,800 of higher education's leaders and change makers.

To receive information about the National Conference Exhibit Program, or to reserve a booth, call Mary C.J. Schwarz, director of membership and marketing, 202/293-6440 x14 or exhibits@aahe.org.

Track 3. The competitive environment.

As AAHE vice president Ted Marchese dramatically demonstrated in a recent article on the proliferation of alternative providers (*AAHE Bulletin*, May 1998), the market in which traditional campuses now exist differs markedly from that of previous eras, in which traditional campuses were virtually the sole providers of postsecondary education. The new competitors, which increasingly are forming strategic alliances with existing institutions, suggest radically new ways of meeting the burgeoning need for further education; at the same time, they force us to address fundamental questions about the kinds of learning we want to provide for various groups of students.

Public policies requiring institutions to restructure, to institute post-tenure review, to be accountable for providing measurable benefits efficiently, and to be transparent about costs and prices suggest that the need for higher education to communicate about its processes and results has never been greater. Various constituents want clarification about the meaning of degrees and evidence of the effectiveness of higher education, so that they can make choices. Legislators, representing the taxpayers who help fund public institutions, need rational grounds for fiscal decision making and assurances that public funds are spent well. Students and their families want to know what the essential differences are between the various kinds of institutions and, amidst the plethora of choices, which college or university offers the best education for the investment. Needing highly educated workers, business leaders need to know what students are learning and how colleges know that to be true.

Questions:

- What can traditional higher education learn from the alternative providers?
- What partnerships and collaborations among traditional institutions and between traditional institutions and alternative education providers or noneducational entities, such as businesses and social-service agencies, are apt to serve the interests of students? What values do we want to preserve in forming such alliances, and how might we do so?
- What system, state, and federal policies; funding mechanisms; and governance structures help institutions focus on learning or hinder their attempts to do so? How can colleges and universities work with government to develop policies that will ensure broad and affordable access to higher education and protect core academic values?
- How can colleges and universities communicate better with their various constituencies? What questions do those constituencies have, and what kinds of information, in what form, will provide answers to those questions?
- How can institutions meet legitimate calls for accountability in ways that are congruent with their values, how they measure their own effectiveness, and how they improve what they do?

Deadline: October 15

Other Ways to Get Involved in AAHE and the National Conference

Many subcommunities within AAHE play a role in shaping the National Conference by developing workshops, sessions, social events, and other networking opportunities. You may wish to join one or more of them, as a group member or as a participant in one of their sponsored activities.

AAHE's Caucuses: American Indian/Alaska Native, Asian and Pacific, Black, Hispanic, Student, and Women's.

AAHE's Action Communities: Community College Network, Research Forum, Collaborative Learning, and Faculty Governance.

AAHE also develops and identifies program sessions that are likely to be of particular interest to those in specific positions. In line with the National Conference's emphasis on systemic change, the focus has been on key leaders on campus. The last two conferences featured sets of sessions for **provosts**; this year's conference will also feature sessions designed to interest **department chairs.**

If you would like to join a member group, find out about member group conference activities, or inquire about the sessions designed for provosts or department chairs, please contact Kendra LaDuca, director of conferences and meetings, 202/293-6440 x18 or kladuca@aahe.org.

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Plan on Attending

This Call for Proposals invites you to contribute sessions and speakers to "Organizing for Learning." When complete, the 1999 Conference program will offer more than 150 sessions, meetings, seminars, and workshops. Watch your mail for the Preview later this fall and the January AAHE Bulletin *for full details. Here are three major speakers...*

Parker Palmer

- Writer, teacher, and activist
- Author, most recently of *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (Jossey-Bass, 1997)
- Issues that engage him: education, community, leadership, spirituality, social change

Howard Fuller

- Professor of education at Marquette University
- Founder and director of the Institute for the Transformation of Learning
- Former school superintendent in Milwaukee
- Issues that engage him: high-quality options for parents and children

John Seely Brown

- Chief scientist and vice president, Xerox Corporation
- Cofounder of the Institute for Research on Learning, a nonprofit institute exploring lifelong learning
- Author of *Seeing Differently: Insights on Innovation* (Harvard, 1997)
- Issues that engage him: digital culture, ubiquitous computing, user-centered design, organizational and individual learning

The 1999 National Conference on Higher Education
March 20–24, 1999 ◆ Washington, DC
Call for Proposals

Guidelines

AAHE invites you to submit one or more proposals for a **General Session** or **Poster Session** on this year's theme, "Organizing for Learning: Constant Values, Competitive Contexts." Please note on your proposal the appropriate track for your session:

- Track 1 — Alternative Pedagogies and Structures
- Track 2 — Leading the Effective Institution
- Track 3 — The Competitive Environment

Choose a Session Format

- **General Session** — One to three presenters addressing a topic through a combination of lecture and discussion, lasting from 50 to 75 minutes.
- **Poster Session** — A visual display assembled by the presenter that describes the results of an innovative program, new research, methods of practice, or successful solutions to problems faced by campuses. Presenters may provide handouts containing more detailed information, if needed. Presenters give short talks (five to 10 minutes) about their topics, then take audience questions and comments. Presentations are staged in the exhibit hall.

Proposal Guidelines

Proposals *must* include the following three items:

1. **A completed Proposal Submission Form.**
2. **A short description (50-word maximum) for the conference program book, including what, specifically, attendees will learn in the session (subject to editing by AAHE).**
3. **A letter fully describing your proposed session (three-page maximum).**

In the full description, please include:

- The title of your session.
- A description of the problem or issue you will address.
- The audience you intend to reach, and the significance of your topic for that audience.
- How you will incorporate active learning into your session format.
- Whether you intend to use information technologies or resources (if appropriate) to enhance your communication with the audience, both at the conference itself and beyond it.
- The qualifications of *all* presenters; the role each will play in the session (moderator, presenter, discussant, etc.); and how each might contribute to the diversity of any panel (in gender, culture, race, student involvement, institutional type or sector, etc.).
- The format of your session (panel discussion, small-group work, lecture, etc.), keeping in mind that each session must have an active-learning component.

Proposal Submission Form

You must submit both a proposal letter (plus a short description) *and* a completed Proposal Submission Form. The form is bound into the center of this issue of the *Bulletin*. (Photocopies of the Submission Form are acceptable.)

You may submit your proposal letter via email, but you still must fax or mail a completed Proposal Submission Form. (Proposals will not be considered until *both* are received.)

Send your proposal letter (three pages maximum) and completed Proposal Submission Form to: NCHE Conference Proposals, c/o Kendra LaDuca, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; 202/293-0073 (fax); nche@aahe.org.

Deadline

All proposals (letter, short description, and Submission Form) must be received by AAHE on or before *October 15, 1998*. All proposals will be acknowledged via U.S. mail by November 14, 1998. You will be notified in December about the status of your proposal.

Fees

If your proposal is accepted, you should plan to attend the conference as a *paying registrant*. If you invite others to participate in your presentation (as moderators, panelists, presenters, respondents, etc.) please notify them of the registration requirement and fees. Registration forms will be mailed to all presenters in January.

	AAHE Member:	Nonmember:
Regular:	$295	$405
F/T Faculty:	$245	$355
Retired:	$150	$215
Student:	$150	$185

Special rates will be available to attendees who register in teams; registrants who join AAHE on the registration form may pay the lower, member rate. Details will be provided on the registration form.

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AAHE News

Annual Conference on Faculty

AAHE's **seventh annual Conference on Faculty Roles & Rewards** will take place January 21–24, 1999, in San Diego. This year's program focuses on **"The Academic Calling: Changing Commitments and Complexities."**

Send your **workshop proposals** to AAHE by *September 7, 1998*; **general session, program briefing,** and **consulting breakfast proposals** are due *September 14, 1998*. The Call for Proposals and Participation was inserted in the June *AAHE Bulletin* and is also available on AAHE's website.

The **Conference Preview,** which includes registration materials, will be mailed in early November to all past FFRR conference attendees, all AAHE members, and anyone who has requested information. In addition, **downloadable registration materials** will be posted to AAHE's website. Team discounts (for three or more participants from a campus who register together) and early bird discounts are available.

To be added to the mailing list, or for more information about AAHE's Forum on Faculty Roles & Rewards or its annual conference, contact Ranjani Gopalarathinam (x41), project assistant, aaheffrr@aahe.org.

AAHE Teaching Initiatives

The **Carnegie Teaching Academy Campus Program** has been officially launched. Interested institutions are invited to participate in **Campus Conversations,** the first step of the Campus Program, in which campuses consider the meaning of "the scholarship of teaching" and identify supports for and barriers to its practice. In a second phase of Campus Conversations, campuses will choose a particular issue related to the scholarship of teaching for study and action.

A **Colloquium on Campus Conversations** at the AAHE National Conference (March 20–24 in Washington, DC) will enable participating campuses to consider together the Carnegie Teaching Academy's goal: "public commitment to new models of teaching as scholarly work, to improve the quality of student learning and the status of teaching."

The Campus Program is fully described in a booklet mailed to all AAHE members in August. If you would like additional copies, or if you have questions about procedures, contact Teresa Antonucci (x34), program manager, tantonucci@aahe.org. To discuss the Campus Program, contact Barbara Cambridge (x29), director, bcambridge@aahe.org.

Summer Academy Retrospective

Twenty-seven campus teams converged in June in Vail, Colorado, for the **third annual Summer Academy** hosted by AAHE's Quality Initiatives. The teams, consisting of four to 10 members each, arrived with specific projects focused on some aspect of **"Organizing for Learning."** This year's teams:

- developed a vision statement focused on learning, with a plan for creating shared understanding of the statement and a method of integrating the vision into ongoing initiatives;

What's New @ www.aahe.org

Program for the Promotion of Institutional Change
Read about AAHE's new initiative for reform in the science, math, engineering, and technology disciplines, plus the upcoming Institutional Change Institute.

"The Academic Calling: Changing Commitments and Complexities"
A Call to Participate in the 1999 AAHE Conference on Faculty Roles & Rewards. Learn more about the meeting or submit a proposal electronically using the online form.

"Powerful Partnerships: A Shared Responsibility for Learning"
A joint report from AAHE, the American College Personnel Association (ACPA), and the National Association of Student Personnel Administrators (NASPA). Look for an article in next month's *AAHE Bulletin*.

1998 AAHE Conference on Assessment
Session reference guides with keywords and presenter contact information.

"Not-So-Distant Competitors: How New Providers Are Remaking the Postsecondary Marketplace"
Ted Marchese's popular article from the May 1998 *AAHE Bulletin*.

Scroll to "What's New" on AAHE's homepage for fastlinks to each of these items!

• Website: www.aahe.org • Fax/Access: 510/271-8164 • Listserv info: Fax/Access, item 12

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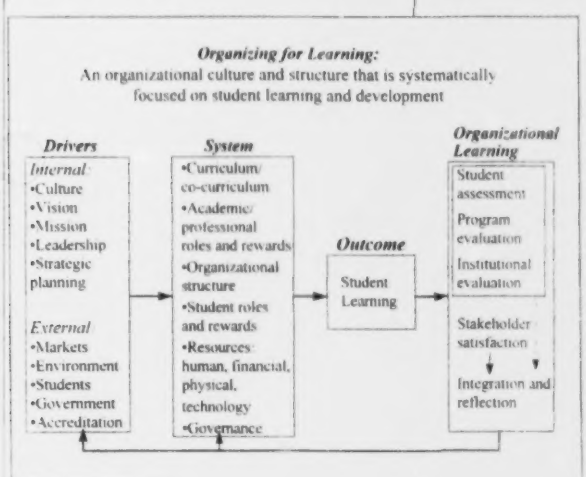
- initiated a project aimed at "students in the middle," the approximately 45% of beginning students who have not been invited into or have turned down a special program;
- articulated an action plan for faculty and staff development in information technology, to enhance both learning and delivery of services for students;
- redesigned the function and administration of the faculty reward structure to more effectively encourage faculty change and innovation in the undergraduate classroom;
- developed a prototype that will lead to faculty-driven assessment of student learning outcomes.

An "Organizing for Learning" framework (see diagram) provided structure for the five days of the Academy as well as a foundation for plenary sessions, campus sharing sessions, and project teamwork.



Participants reflected positively on their Summer Academy experience:

- "After attending the Academy, I have a much synthesized understanding of the challenges and imperatives of creating a systemic, learning-centered organization."
- "I am convinced that getting away from home and working intensely with a small group while immersed in an atmosphere focused on learning allows us to accomplish goals and tasks that otherwise we could not."
- "Extraordinarily well conducted and planned."
- "We are charged up!"

The next Summer Academy will take place in Snowmass, Colorado, July 14–18, 1999. General information can be found on the "Quality" page of AAHE's website. If you would like additional information, contact Teresa Antonucci (x34), program manager, tantonucci@aahe.org, or Susan West Engelkemeyer (x40), director, sengelkemeyer@aahe.org.

Institutional Portfolio Project

Communicating the mission and outcomes of undergraduate education has never been more critical for colleges and universities. Acknowledging the need for evidence of institutional effectiveness, AAHE has entered into a new partnership with Indiana University Purdue University Indianapolis, **"The Urban Universities Portfolio Project: Assuring Quality for Multiple Publics."** The three-year project is funded by the Pew Charitable Trusts.

Six urban public comprehensive universities — California State University, Sacramento; Indiana University Purdue University Indianapolis; Georgia State University; Portland State University; University of Illinois, Chicago; and University of Massachusetts — will create a prototype institutional portfolio that cultivates internal improvement and public communication; they will also pilot an audit process that could serve as an alternative to current accreditation practices.

In August, a two-day inaugural meeting brought together two newly constituted advisory boards, the campus teams, and the IUPUI-AAHE leadership team. The **National Advisory Board,** which will review the evolving set of goals, indicators, and measures, includes Jean Avnet-Morse, Middle States Association of Colleges and Schools; John Barcroft, Carnegie Foundation for the Advancement of Teaching; Gerald Bepko, Indiana University and IUPUI; Pat Callan, Higher Education Policy Institute; Roderick Chu, Ohio Board of Regents; Gordon Davies, Council on Postsecondary Education; Earl Goode, GTE Information Services; Clara Lovett, Northern Arizona University; and Bruce Montgomery, Michigan Virtual Automotive College.

The **Institutional Review Board** members will work one-on-one with the participating universities in portfolio development and will conduct two pilot audits. Members of this board include Elizabeth Baer, Gustavus Adolphus College; Carol Bobby, Council for Accreditation of Counseling & Related Education; Elaine El-Khawas, UCLA; Susan West Engelkemeyer, Babson College and AAHE; Peter Ewell, NCHEMS; Joseph Gilmour, Northwest Missouri State University; Myron Henry, University of Southern Mississippi; Pat Hutchings, Carnegie Foundation for the Advancement of Teaching; David Porter, U.S. Air Force Academy; David Schwalm, Arizona State University East; Roland Smith, Rice University; and Barbara Walvoord, University of Notre Dame.

For more information about the Quality Assurance Project, contact Barbara Cambridge (x29), director of AAHE Teaching Initiatives, bcambridge@aahe.org.

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Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus items of note … do send me news … tmarchese@aahe.org.

Notables

Good news for our new Board chair **Dolores Cross,** who starts this fall as GE Distinguished Professor in Leadership and Diversity at the CUNY Graduate School, gets out of a daily "reverse commute" from her home in Manhattan to the GE Fund in Connecticut. … TEAC — NCATE's new competitor for teacher-ed accreditation — took a big step toward credibility this summer by snagging Delaware's **Frank Murray,** a notable thinker/doer in the school-reform arena, as its founding president. … New College — now part of the University of South Florida — also got itself a new leader in **Michael Bassis,** whose presidency revived Olivet College. … National-Louis U recruits to its presidency another stand-out president, Millikin's **Curtis McCray** … Millikin provost **Thomas Flynn** steps in as the acting. … Antioch College made it official by naming its interim, **Robert Devine,** to the presidency. … DePaul's Loop-based School for New Learning attracts **Tom Angelo,** former head of AAHE's Assessment Forum, to direct its assessment center.

Cross

Wilson

Wilson

High regards to "Senior Scholar Emeritus" **Reginald Wilson,** who retired this July after 17 years at ACE. … Reggie, ever the scholar and a founding father of black studies, set up ACE's Office of Minority Concerns in 1981 and has been a consistent voice for access and opportunity, and a man of conscience, for all these years. … Reach Reggie this year at UT-Austin, where he's beginning a one-year visiting professorship.

Housekeeping

A seldom-remarked benefit of AAHE membership is our practice of making the membership list available for worthy communications. … That's how you got (thanks to Pew's generosity) that nifty newsletter this summer from Samford U on problem-based learning. … Anytime you'd like to avoid all such mailings, of course, let us know (pwaldron@aahe.org).

Student Work

Even after those two *Change* editorials last spring on student disengagement from studies and the role of student jobs in the phenomenon, I was still uneasy about the slippery numbers surrounding student work. … This summer brought fresh data from NCES showing that 80% of all undergraduates in 1995–96 worked while in school, for an average of 25 hours a week, with 19% of all full-time students working 35 or more hours a week. … How does this affect degree attainment? Almost 79% of 1989–90 entrants who worked 15 hours a week or less earned their degree by 1994, versus 31% of those who worked 34 or more hours a week.

More People

Best wishes to new presidents **David Brandt** (George Fox), **Mark Schulman** (Antioch U Southern California), **Kenneth Ender** (Cumberland County), **Mary Spangler** (Los Angeles City), and **Alexander Gonzalez** (CSU-San Marcos) … to **Lorna Duphiney Edmundson,** new head of the Vermont's independent college association … to new VPAAs **Diana Beaudoin** (Mount Mary) and **Sandra Patterson-Randles** (Pitt-Johnstown). … Wellesley's new student-affairs chief is **Geneva Walker-Johnson,** at Harcum it's **Joanne Conlon**. … **Judith Gappa,** a frequent AAHE contributor on the topic of part-time faculty, trades her Purdue vice presidency for full-time teaching this fall. … Finally I note with sadness the passing of two strong contributors to AAHE's past, **G. Lester Anderson** (founder of Penn State's higher-ed center) and **Edward "Ted" Eddy,** who had notable presidencies at Chatham and Rhode Island.

Cuttington

It's been nine years since Cuttington University College in Liberia was pillaged during a terrible civil war, years through which president Melvin Mason kept the lamp of learning going through "Cuttington in Exile" here in the U.S. … Mason has assembled a skeleton staff, a dozen faculty, and several hundred eager students for the reopening this month, but the resource needs are great. … If you can help (books, equipment, cash), contact **Linda Chisholm** at the Association of Episcopal Colleges in NYC, lchisholm@cuac.org.

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Highlights of a Successful Assessment Conference

More than 1,300 individuals and team members came to the **1998 AAHE Assessment Conference** to attend provocative sessions and to share experiences with the building blocks of assessment. Eight national experts led the conference in exploring powerful pedagogies, program review, accreditation, and other issues.

Highlights of the program, **"Architecture for Change: Information as Foundation,"** include plenary speeches by presidents Margaret A. Miller (AAHE), Judith Eaton (CHEA), and Bruce M. Alberts (National Academy of Sciences). One conference attendee remarked that it was wonderful to have a "national perspective on what is going on in assessment," another that this conference showed a "balance between the big picture and the technical details (theory and practice)." Later this year, AAHE will publish a collection of speeches from the conference.

For more information about the AAHE Assessment Forum or its 1999 conference in Denver (June 13–16), contact Catherine Wehlburg (x39), senior associate, cwehlburg@aahe.org.

CALENDAR

1998 TLT Group "Levers for Change" Workshop.
- Ohio Regional. *October 8–9.*

1998 Institutional Change Institute. Washington, DC. *November 21–23.*

1999 AAHE Conference on Faculty Roles & Rewards. San Diego, CA. *January 21–24.*
- Workshop Proposals Deadline. *September 7, 1998.*
- All Other Proposals. *September 14, 1998.*

1999 AAHE National Conference on Higher Education. Washington, DC. *March 20–24.*
- Session Proposals Deadline. *October 15, 1998.*

☐ **Yes! I want to become a member of AAHE.**

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education*); and more!
Mail/fax to: AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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Black: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Hispanic: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Women's: ____ yrs @ $10/yr
Community College Network: ____ yrs @ $10/yr

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Position: _____
(if faculty, include discipline)

Institution/Organization _____

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AAHE Bulletin

A Publication of the
AMERICAN ASSOCIATION FOR HIGHER EDUCATIO

Community Engagement

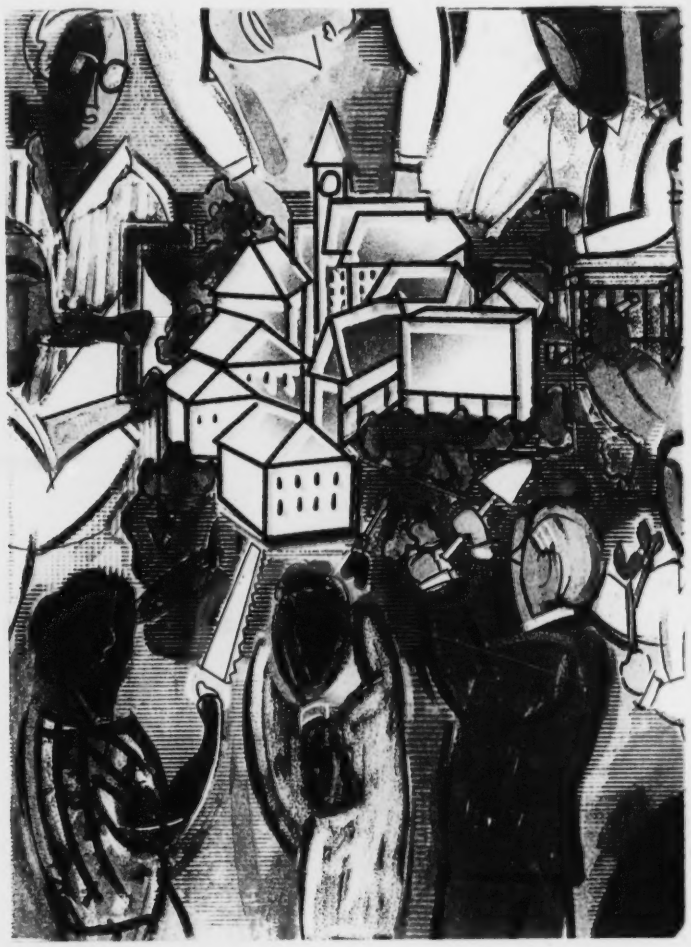
What have we learned?

The Shared Responsibility for Student Learning

Ten Principles

Degree Completion Rates

Cliff Adelman takes a fresh look.



Also in this Issue:

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- **Assessment Call for Proposals**
- **Bulletin Board**
  by Ted Marchese

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by Barbara A. Holland and Sherril B. Gelmon

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The data may surprise you.
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Deadline December 7

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The State of the "Engaged Campus"

Holland

Gelmon

What Have We Learned About Building and Sustaining University-Community Partnerships?

by Barbara A. Holland and Sherril B. Gelmon

Dozens of institutions have discussed, pondered, argued, and waffled over the importance of university-community relationships and their relevance to the academic core and mission. What forms should these partnerships take? Is this scholarly work? How do we avoid being overwhelmed by community needs? Why and how should we apply our intellectual energies to community issues?

Fortunately, there is a growing understanding of how intrinsic and extrinsic community-university partnerships might enhance the academy. While university-community interactions may not be relevant to the mission of all institutions, for many they have become a way to build relationships with the immediate community, improve image and support, and increase funding or recruitment and retention of students.

University-community interactions usually take basic and now familiar forms, such as service-learning, internships, practica, and capstones — all involving students in community-based learning. Faculty are also key to these learning strategies, and the partnership with community representatives often leads to additional opportunities for faculty to engage in a wide variety of scholarly activities, such as applied research, technical assistance, evaluation, and participatory action research.

But what do we know about the form and nature of the partnership relationships themselves? The many essays and articles written in the last few years have been dominated by "calls to action" that describe the importance and value of directing higher education's attention and intellectual assets toward our various communities and cities. These essays often focus on imponderable questions about how such partnerships should be developed and maintained.

Once the notion of the engaged campus took hold, many institutions looked for partnerships that would serve their own interests by allowing them to use the community and its problems as study subjects. This one-sided approach to linking the academy and the community is a deep-seated tradition that has, in fact, led to much of the estrangement of universities and colleges from their communities. Those very communities — necessary to fulfill the state of engagement — resent being treated as an experimental laboratory for higher education and resist the unidirectional nature of the campus efforts. As academics, we are trained as experts and tend to imagine community partnerships in which the institution identifies a need and offers an expert solution to the otherwise apparently hapless (or helpless) community.

Some faculty are skeptical about the appropriateness of applying knowledge to community issues and express concern about losing their scholarly agendas to nonacademic interests. Questions are raised about the relationship of this new kind of scholarly work to more traditional scholarly priorities. However, faculty and administrators alike see the potential for enhancing community relations, student learning, and overall

scholarly performance of the institution through applied scholarship and various forms of community-based learning.

Many institutions — public and private, large and small, urban and rural — have taken up the idea of more active community engagement and have been pioneers in exploring mutually beneficial relationships. They have had to do so without the guidance of prior research or experience; they have acted largely on faith that community interactions would prove to be valuable and rewarding for faculty and students. As a result, much has been learned on a trial-and-error basis.

Institutions must examine their missions and consider the relevance of service to core academic purposes.

Learning From Multiple Initiatives

During the last two years, we have been involved in several national projects and local studies that permitted an in-depth exploration of many examples of university-community relationships. These include:

- The Health Professions Schools in Service to the Nation (HPSISN), funded by the Corporation for National Service and the Pew Charitable Trusts.
- The Interdisciplinary Professional Education Collaborative (IPEC), funded by the Institute for Healthcare Improvement and the federal Bureau of Health Professions.
- The assessment of the impact of service-learning across the curriculum at Portland State University, funded by the Corporation for National Service and internal sources.
- The Healthy Communities initiative of the metropolitan Portland region, one of 25 sites in the national Community Care Network (CCN) program, funded by the W.K. Kellogg Foundation and administered by the Hospital Research and Educational Trust.
- Independent research on organizational change and the nature of university-community relationships at a variety of public and private institutions.

In that exploration, we have used a systematic approach that considered the impact of various community-based learning initiatives on the community, the faculty, the students, and the institution. By analyzing each of these constituencies separately and collectively, we have learned a great deal about how campuses can be more successful in building and sustaining community partnerships that are effective for all who are involved.

When you've seen one partnership, you've seen one partnership.

We found wide variety in the forms and types of community partnerships, reflecting differences in the history, capacity, culture, mission, and challenges faced by institutions and communities. Institutions must examine their missions and consider the relevance of service to core academic purposes. In addition, the level and types of service activities that a campus can engage in will be shaped by the role of the institution in the community and the nature of the community's capacity to address their own issues. For example, when West Virginia Wesleyan College, a HPSISN site, set out to design service-learning courses, they discovered that their small rural community had little social service infrastructure to serve as a natural organizing framework for partnerships. Thinking creatively, they began with a door-to-door assessment of community needs and developed a focus for their service-learning activities.

A match made in heaven, or the result of a dating service?

Partnerships should reflect academic program strengths, and academic programs and scholarly agendas should reflect, at least in part, regional characteristics and challenges. Campuses should develop selected arrays of partnerships and cultivate them well, rather than engage in random activities. Portland State University has devoted considerable effort in the identification of partnerships that meet community-identified needs while also developing academic strengths and meeting curricular objectives. Many partnerships that may begin with a specific service-learning course requirement evolve over time and become the basis for more complex joint planning, evaluation, or other mutually beneficial activity. The Allegheny University of the Health Sciences, an IPEC site, has initiated a major community development project in an underserved area known as the Eleventh Street Corridor in Philadelphia, but only after careful reflection and determination that there was clear potential for mutual benefit.

The community knows who it is; do you?

A common failing of universities working with communities is the assumption that they can develop a single, uniform definition of who and what the "community" is, or that such a definition is necessary. The definition of community is itself a difficult challenge; *who is the community?* is best answered in the context of each institution and community and each chosen area of shared effort. Again, the community that the university works with is defined in part by the degree of fit with institutional academic strengths. Our findings indicate that the natural development of university-community partnerships begins

with work between the university and well-organized local agencies and organizations that have the capacity and sophistication to interface with the more bureaucratic university. Over time, these relationships demonstrate the lasting commitment of the university and contribute to the development of trust. These developmental steps are key to gaining access to the deeper, more complex, informal fabric of the community and key populations.

The community must take a leadership role in defining what the university or college will do in the community setting. Community sites participating in a partnership of the George Washington University and George Mason University (participants in both the HPSISN and IPEC programs) have been carefully selected so that specific populations and contexts complement program goals. However, each community site participates in planning the curricular experiences and in defining needs and designing service activities that match those needs well.

Leadership matters.

The interpretation of the role of community engagement in an institution's mission must involve a discussion among all levels of campus leadership, including faculty. While it is critically important that executive administrators consistently articulate the level of institutional commitment, they cannot unilaterally create and sustain partnerships or mandate faculty and student involvement. Community engagement as a core academic and scholarly activity involves the identification and support of faculty leaders and mentors who will sustain partnership activities over time and integrate engagement into their overall scholarly agenda. It is important to keep in mind that institutional involvement in community service does not devalue traditional scholarship, nor does every faculty member have to adopt service as part of their agenda. Community engagement requires a broader view of scholarship so that those faculty for whom service makes scholarly sense can be evaluated and rewarded for their efforts.

Each institution must decide the level and type of engagement that best reflects its mission and then test that decision by listening to the community. Then campus leaders must work to ensure that a critical mass of faculty have the skills and support to fulfill that commitment. Leaders also contribute by ensuring adequate infrastructure to support the partnerships. The community-based teaching activities at many institutions, such as the University of Kentucky, the University of Scranton, Portland State University, and the University of Utah, are strengthened by a campus-wide center for service or volunteerism that provides faculty development programs and other assistance to faculty and students.

It's the curriculum, stupid!

We found partnerships that incorporate aspects of student learning to be the most mutually sustainable and comfortable paths to creating and testing relationships between the campus and the community. The community feels a sense of reciprocity in helping students develop civic responsibility and respectful understanding of critical human issues while learning new skills and exploring careers. For faculty, engagement in community-based learning through course instruction is less threatening than partnerships that may seem to impinge on their research agendas or may not be recognized by reward systems. Experimentation with community relationships through teaching allows faculty to explore linkages to the rest of their scholarly work. Students report that they learn much more about the community and find links to their academic goals when service is done as part of a course and not as an extracurricular volunteer activity. Students who participate in required course-based service-learning show greater personal transformation than those in optional programs. However, the issue of required service-learning remains controversial.

Students who participate in required course-based service-learning show greater personal transformation than those in optional programs.

We all have something to give and something to gain.

Most people understand that successful partnerships focus on mutual benefits. We describe effective partnerships as knowledge-based collaborations in which all partners have things to teach each other, things to learn from each other, and things they will learn together. We have seen that an effective partnership builds the capacity of each partner to accomplish its own mission while also working together.

Sustainability is directly associated with an ongoing sense of reciprocity related to the exchange of knowledge and expertise. The University of Utah (a HPSISN site) places pharmacy and nursing students as companions in a seniors housing facility. Not only did students remark on what they gained from their service-learning experiences but the housing manager also played a role in the classroom as a facilitator of structured reflection, a key element of service-learning.

In many campus settings, community partners began with the view that they would not be accepted as coteachers

because of their different experiences and credentials. Both they and faculty were often surprised at how professional expertise, extensive social and communication networks, and entrepreneurial skills allowed community partners to assume key roles in the student learning experience.

The learning never stops.

As knowledge-based organizations focus on learning, collaborations inevitably evolve and change. Effective partnerships require a shared commitment to ongoing, comprehensive evaluation from the earliest stages of the relationship. A commitment to evaluation helps build trust and confidence between partners, especially when the community sees that the campus is open to criticism and that there is an authentic commitment to improvement.

Advisory groups were organized at most institutions as a way of gaining input. When advisory groups also played a strong role in evaluation, the partnership tended to expand into new community networks and collaborations. As a community-based organization, the Portland Healthy Communities initiative (a CCN site) has relied heavily on student and faculty participation since its inception. The nature of university involvement has varied over time, depending on the initiative's view of community needs. Projects have included strategic planning, staffing of action groups, membership on an oversight council, administrative and policy support, evaluation, use of geographic mapping and information systems technologies, website development, and facilitation of community meetings. The range of activities in the partnership is not limited but is designed to reflect both assets and needs. Evaluation has been critical to tracking those evolutionary changes and supporting improvement in the relationship.

Conclusion

While partnerships take many purposes and forms, there are common features associated with "success," which most define as sustainability.

Sustainable partnerships have the following characteristics: (1) there are mutually agreed-upon goals; (2) success is defined and outcomes are measured in both institutional and community terms; (3) control of the agenda is vested primarily in community hands; (4) effective use and enhancement of community capacity are based on clear identification of community resources and strengths; (5) the educational component has clear consequences for the community and the institution; and (6) there is an ongoing commitment to evaluation that involves all partners.

The challenge facing higher education is twofold: first, making the changes in curricula and institutional culture that encourage partnerships with communities based on mutual learning as well as mutual benefit; and second, learning how to do this well.

The notion of the engaged campus will, no doubt, be sustained as a critical aspect of the mission of many institutions. We hope others involved in partnership evaluations will share their findings and learning widely so that higher education may grow in its effectiveness in working beside and within communities to develop rewarding and sustainable relationships.

For more about university-community relationships:

- Sherril B. Gelmon, Barbara A. Holland, Beth A. Morris, Amy Driscoll, and Anu F. Shinnamon. "Health Professions Schools in Service to the Nation: 1996–97 Evaluation Report." Portland State University, 1997. (An executive summary is available online at futurehealth.ucsf.edu/hpsisn.html.)

Institutional change and mission:

- Barbara A. Holland. "Analyzing Institutional Commitment to Service: A Model of Key Organizational Factors." *Michigan Journal of Community Service Learning* 4 (Fall 1997): 30–41.

Faculty roles and rewards:

- Ernest Lynton. *Making the Case for Professional Service*. AAHE, 1995.
- Amy Driscoll and Ernest Lynton, eds. *Making Outreach Visible: A Workbook on Documenting Professional Service and Outreach*. Forthcoming from AAHE.

Contact the authors for additional sources of information.

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What Proportion of College Students Earn a Degree?

It is a question you get more and more these days — from reporters and boards, from the NCAA and U.S. News, and especially from legislators — but the answers aren't as simple (or as bad) as they think.

by Clifford Adelman

What proportion of college students earn a degree? In July, I was asked this basic question by staff at the Congressional Budget Office. The context for the question was a proposed amendment to the reauthorization of the Higher Education Act and required a long-term time frame — something beyond five or six years. The purpose of this article is not to discuss the proposed amendment (as a federal employee, I am not allowed to do that) but to share with you what I told my colleagues at CBO.

The source for the data is the postsecondary transcript file of the "High School & Beyond/Sophomore Cohort" longitudinal study. The HS&B/So is the second of the great national longitudinal studies conducted by the National Center for Education Statistics. The postsecondary transcripts in those studies enable us to recreate very accurate student histories, histories that cross state lines and involve many institutions — for the same student. HS&B/So is the only data source in the nation that can answer the basic question about long-term degree completion rates in recent years. It covers the period 1980 through 1993, when its cohort, the high school class of 1982, was 29-30 years old.

The Four-Year College Story

The basic proposition in the table "Postsecondary Fate to Age 30" (on page 8) is that a student is *not* in the denominator for the calculation of bachelor's degree attainment rates unless he or she has gone to the trouble of actually enrolling in a bachelor's degree-granting institution. With that simple gesture of enrolling, a student says far more than just repeating "I want to get a bachelor's degree." It is neither accurate nor fair to judge attainment rates using a cohort that includes people who did not actually enroll in any four-year college.

The first section of the table lays out the destinations, by age 30, of those students who attended four-year colleges, no matter how few credits they earned. Let us call these the "benchmark" numbers. The next three sections then successively ratchet up the threshold of earned credits in the histories of these students. The point is obvious: the more credits earned, the more likely a student is to complete a degree.

This is all common sense, and long-term *national* degree completion rates are very high, no matter how many schools a student attended (54% of all students in this sample — and 58% of the bachelor's degree recipients — attended more than one). If a student enters a four-year college directly

from high school and gets past the 60th credit, the odds are about seven in eight of completing a bachelor's degree by age 30. That's pretty good!

In an age of multiinstitutional attendance, such *system* graduation rates make far more sense than do institutional graduation rates. Institutions may retain, but *students* persist. And the last time I looked, federal higher education policy was directed at students, not institutions.

Since all these data came from college transcript records, I could add the following note for my colleagues at CBO: by age 30, and among those who had earned at least 60 credits, relatively few (9–12%) of this small subset (13–21%) who had not earned a bachelor's degree were still in school. In other words, the vast majority of noncompleters had drifted away from higher education by age 30. While we educators are always confident that some will return, it is apparent that such students are children of time, that other demands and possibilities of life come to supersede those of formal education after they have passed through their 20s.

The Community College Story

The community college story presented in the table "Community College Fate at Age 30" is both very different and very exciting.

For years, public officials have beat up community colleges because of what is perceived to be low degree completion rates. But students use community colleges for a variety of reasons, not all of which are connected to credentials. Of the entire universe of students who ever enter community colleges, nearly one out of six never earns even a semester's worth of credits. Such "incidental" students are excluded from the analysis in this table, because they are just that — incidental — and it is neither fair nor accurate to include them in a universe used to judge institutional performance.

Specifically, then, this universe of "nonincidental" students are those who by age 30 have separated from the system in a satisfactory manner — i.e., they have (1) transferred to a four-year college and received a bachelor's degree; (2) earned a terminal associate's degree; (3) earned a certificate indicating a coherent course of study short of a full degree program; or (4) taken a sufficient amount of

Postsecondary Fate to Age 30
Achievement by 1993 of students from the high school class of 1982 who enrolled in a 4-year college.
(%)

		No degree				Completion		
		<11 credits	11-29 credits	30-59 credits	60+ credits	Certificate	Associate's	Bachelor's
Benchmark								
Attended a 4-year college sometime ...	... enrolling before age 30.	3	8	8	10	2	6	63
	... enrolling (in 2-yr or 4-yr college) directly from high school.	2	7	7	9	2	5	67
First institution attended was a 4-year college ...	... enrolling sometime before age 30.	3	9	9	10	1	3	65
	... enrolling directly from high school.	2	7	8	10	1	3	69
First Ratchet								
Earned 11+ credits and attended a 4-year college ...	... enrolling sometime before age 30.	—	8	9	10	2	6	65
Earned 11+ credits and *first* institution attended was a 4-year college ...	... enrolling directly from high school.	—	7	8	10	1	3	71
Second Ratchet								
Earned 30+ credits and attended a 4-year college ...	... enrolling sometime before age 30.	—	—	9	11	2	7	71
Earned 30+ credits and *first* institution attended was a 4-year college ...	... enrolling directly from high school.	—	—	8	11	1	4	76
Earned 30+ credits from a 4-year college ...	... enrolling directly from high school.	—	—	7	10	1	3	79
Third Ratchet								
Earned 60+ credits and attended a 4-year college ...	... enrolling sometime before age 30.	—	—	—	12	2	7	79
Earned 60+ credits and *first* institution attended was a 4-year college ...	... enrolling directly from high school.	—	—	—	12	1	4	83
Earned 60+ credits from a 4-year college ...	... enrolling directly from high school.	—	—	—	10	1	2	87

Note — All rows do not add to 100% due to rounding.

coursework that can be described as a partial major or a lower-division general-education program.

I've thus set as a minimum threshold matriculating students who earned more than 10 credits from community colleges. (I also exclude the small number of students who attended a community college *after* earning a bachelor's degree, as well as four-year college students who took a course or two at a community college.)

The table does something else that is very important to judging community college performance in terms of labor market preparation. It takes students who did not complete any credential, looks at their transcript records, and asks whether we can describe from them a dominant tone of study, something analogous to a college major or a balanced general education. For example, a student might have accumulated 36 credits (and no credential), of which half are in finite mathematics, electronics, computer programming, and computer organization and architecture. There is no doubt of a dominant tone to this record: this student is prepared to enter the labor market in the general field of computer technologies. It does not mean the student is a JAVA whiz, or that we have witnessed the end of the individual's education. What it does mean is that the student has taken something away from the community college experience that anyone — including employers — can describe and value. And I don't need to remind *Bulletin* readers that a majority of community college students attend to establish specific trajectories into the labor market.

This table ratchets its thresholds only twice. At the second ratchet, a level I call "community college dominant," are students who earned 30 or more credits from community colleges and *fewer* than 11 credits from four-year colleges. In this group, the de facto "completion rate" (associate's degree or certificate or classifiable cluster of coursework) is an astounding 89% — as high as the bachelor's degree completion rates (83–87% on the earlier table) of four-year college students who entered directly from high school and earned more than 60 credits. For skeptics who retort that this community college dominant portion is small, I beg to differ: in just this one high school graduating class, it totals about 325,000 people.

So What's the Point?

Our system of higher education may appear sloppy to some, but our results are better than the popular myths, most of which use the institution, and not the student, as the unit of analysis. To those who hold us accountable, higher education has to be prepared to provide solid answers in terms that the public understands. Our judges have many ways of asking the question, and any appearance of uncertainty on our part will be taken as a sign of vulnerability. We must focus on the student; we must be clear about the terms of our answers; the terms must be those of common sense; and we must be able to combine them quickly and authoritatively.

Community College Fate at Age 30

Achievement by 1992 of college-goers from the high school class of 1982 who earned more than 10 credits from community colleges. (%)

		No degree				Completion		
		11-29 credits		30+ credits				
		No classifiable field	Dominant field classifiable	No classifiable field	Dominant field classifiable	Certificate	Associate's	Bachelor's
Benchmark								
Earned 11+ credits from community colleges ...	... enrolling sometime before age 30.	14	12	6	16	6	23	19
	... enrolling directly from high school.	13	9	5	17	7	24	24
First Ratchet								
Earned 11+ credits from community colleges ...	... enrolling sometime before age 30 ... plus earned <11 credits from 4-year colleges.	19	14	7	23	11	25	—
	... enrolling directly from high school ... plus earned <11 credits from 4-year colleges.	18	11	7	25	10	28	—
Second Ratchet ("Community College Dominant")								
Earned 30+ credits from community colleges ...	... enrolling sometime before age 30 ... plus earned <11 credits from 4-year colleges.	—	—	11	36	15	38	—
	... enrolling directly from high school ... plus earned <11 credits from 4-year colleges.	—	—	11	36	12	41	—

Note — All rows do not add to 100% due to rounding.

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Powerful Partnerships
A Shared Responsibility for Learning

by Susan West Engelkemeyer and Scott C. Brown

"Imagine what it would be like to work in an institution whose only mission was talent development, where the only activities encouraged or rewarded were those that facilitated the student's personal and intellectual development, and where the rewards were proportional to the institution's success in developing the talents of all its students."

Alexander W. Astin
Achieving Education Excellence (Jossey-Bass, 1985)

Only when everyone on campus — particularly academic affairs and student affairs staff — shares responsibility for student learning will we in higher education be able to make significant progress in improving it. It's not that faculty, administrators, student affairs professionals, and all staff aren't individually focused on student learning, it's just that we have failed to realize the synergistic effect of designing, developing, and delivering curricula, programs, and services that collaboratively and collectively deepen, enhance, and enable higher levels of learning.

The Joint Task Force on Student Learning was created as a collaborative initiative by the American Association for Higher Education (AAHE), the American College Personnel Association (ACPA), and the National Association of Student Personnel Administrators (NASPA) to promote integrated approaches to student learning. The Task Force started with the basic premise that we're underperforming on our campuses. Although faculty are dedicated to teaching, and student affairs professionals are dedicated to enriching student lives beyond the classroom, we haven't learned how to integrate what we do to enhance and deepen student learning. The Task Force was a year-long effort that began with a statement of the insights gained through the scholarly study of learning and assessment and culminated in a report that represented those insights in 10 principles about learning and how to strengthen it through particular actions. To demonstrate the application of the 10 principles, the Task Force collected examples from a variety of institutions across the country: flagship and regional; residential and commuter; two-year, four-year, and comprehensive; public and private. A total of 63 campus initiatives were collected, and two or more campus practices were highlighted in the report for each of the 10 learning principles.

What the Joint Task Force Learned

The Task Force was interested in programs where learning was approached collaboratively by academic affairs and student affairs. It was believed that institutional examples should:

- be connected to the broader institutional culture;
- offer evidence of a positive impact on learning;
- add value to the institutional mission and goals;
- be adaptable to other institutions' circumstances;
- be based on known principles of effective learning.

The Task Force learned that there are a number of innovative programs dedicated to the student learning experience. Many of these programs were pockets of excellence. They acted as levers of change for the larger institution and were specifically designed to reach a small proportion of students or specific student cohort groups. In many cases these examples were a way to begin small and move to a larger level — to enable people to see different ways of doing things.

All of the programs were able to articulate the connection to one or more of the 10 learning principles, and most were able to articulate the program's link to the institution's mission and goals. The most difficult criterion for campuses to demonstrate was how the program connected to the broader institutional culture. Most institutions could not characterize a unified campus culture and vision for student learning. Perhaps this is indicative of our "stovepipe" orientation in many institutions, where we rarely think about education as an integrated process with a common vision; rather, we like to think of our own area's uniqueness and its individual contribution to student learning. The Task Force also observed that few programs demonstrated true collaboration between faculty and student affairs; many examples showed a clear delineation of responsibility, not an integrated approach.

Learning Principle	Campus Action
1 Learning is fundamentally about *making and maintaining connections*: biologically through neural networks; mentally among concepts, ideas, and meanings; and experientially through interaction between the mind and the environment, self and other, generality and context, deliberation and action.	■ Expose students to alternative world views and culturally diverse perspectives. ■ Give students responsibility for solving problems and resolving conflicts. ■ Make explicit the relationships among parts of the curriculum and between the curriculum and other aspects of the collegiate experience. ■ Deliberately personalize interventions appropriate to individual circumstances and needs.
2 Learning is enhanced by *taking place in the context of a compelling situation* that balances challenge and opportunity, stimulating and utilizing the brain's ability to conceptualize quickly and its capacity and need for contemplation and reflection upon experiences.	■ Articulate and enforce high standards of student behavior inside and outside the classroom. ■ Give students increasing responsibility for leadership. ■ Create environments and schedules that encourage intensive activity as well as opportunities for quiet deliberation. ■ Establish internships, externships, service-learning, study abroad, and workplace-based learning experiences.
3 Learning is an *active search for meaning* by the learner — constructing knowledge rather than passively receiving it, shaping as well as being shaped by experiences.	■ Expect and demand student participation in activities in and beyond the classroom. ■ Design projects and endeavors through which students apply their knowledge and skills. ■ Build programs that feature extended and increasingly challenging opportunities for growth and development.
4 Learning is *developmental*, a cumulative process *involving* the *whole person*, relating past and present, integrating the new with the old, starting from but transcending personal concerns and interests.	■ Design educational programs to build progressively on each experience. ■ Track student development through portfolios that document levels of competence achieved and intentional activities leading to personal development. ■ Establish arenas for student-faculty interaction in social and community settings. ■ Present opportunities for discussion and reflection on the meaning of all collegiate experiences.
5 Learning is done by *individuals* who are intrinsically *tied to others as social beings*, interacting as competitors or collaborators, constraining or supporting the learning process, and able to enhance learning through cooperation and sharing.	■ Strive to develop a campus culture where students learn to help each other. ■ Establish peer tutoring and student and faculty mentorship programs. ■ Sponsor residence hall and commuting programs that cultivate student and faculty interaction for social and educational purposes. ■ Support activities that enable students from different cultural backgrounds to experience each other's traditions.
6 Learning is *strongly affected by the educational climate* in which it takes place: the settings and surroundings, the influences of others, and the values accorded to the life of the mind and to learning achievements.	■ Build a strong sense of community among all institutional constituencies. ■ Organize ceremonies to honor and highlight contributions to community life and educational values. ■ Publicly celebrate institutional values. ■ Articulate how each administrative and academic unit serves the institution's mission. ■ Share and use information on how units are performing in relation to this mission.
7 Learning requires *frequent feedback* if it is to be sustained, *practice* if it is to be nourished, and *opportunities to use* what has been learned.	■ Recruit students with relevant academic interests as active participants and leaders in related campus life programs and activities. ■ Organize work opportunities to take advantage of students' developing skills and knowledge. ■ Collaborate with businesses and community organizations to match students to internship and externship experiences that fit their evolving educational profiles. ■ Develop student research and design projects based on actual problems or cases presented by external organizations to be resolved.
8 Much learning *takes place informally and incidentally*, beyond explicit teaching or the classroom, in casual contacts with faculty and staff, peers, campus life, active social and community involvements, and unplanned but fertile and complex situations.	■ Sponsor programs for students, faculty, and staff that serve both social and educational purposes. ■ Organize community service and service-learning activities performed by faculty, staff, and students together. ■ Design campus life programs that relate directly to specific courses. ■ Link students with peers and with faculty, staff, and community mentors. ■ Build common gathering places for students, faculty, and staff.
9 Learning is *grounded in particular contexts and individual experiences*, requiring effort to transfer specific knowledge and skills to other circumstances or to more general understandings and to unlearn personal views and approaches when confronted by new information.	■ Sponsor events that involve students with new people and situations. ■ Champion occasions for interdisciplinary discourse on salient issues. ■ Foster dialogues between people with disparate perspectives and backgrounds. ■ Expand study abroad and cultural exchange programs.
10 Learning involves the *ability of individuals to monitor their own learning*, to understand how knowledge is acquired, to develop strategies for learning based on discerning their capacities and limitations, and to be aware of their own ways of knowing in approaching new bodies of knowledge and disciplinary frameworks.	■ Help students delineate and articulate their learning interests, strengths, and deficiencies. ■ Reduce the risk to students of acknowledging their own limitations. ■ Help students select curricular and other educational experiences covering a broad range of learning approaches and performance evaluations. ■ Create faculty and staff development activities to learn about advances in learning theory and practice.

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The Task Force found relatively few programs that were able to demonstrate their impact on student learning: Rarely were student outcomes measured with respect to the goals of the program. Even more rare were measures of performance that showed the impact of the program against strategic goals and objectives — how the initiative added value to institutional mission attainment.

How Can Stakeholders Collaboratively Support Student Learning?

All those who participate in the educational mission of institutions of higher education — students, faculty, and staff — share responsibility to improve learning. This decade, as institutions struggled with issues of student focus and restructuring, two lessons came to the fore. One is that the cumulative, longer-term impact of the new pedagogies, when deployed in single courses or workshops, is fairly small; deeper learning comes when knowledge and abilities are practiced, reinforced, and applied over time, in subsequent coursework and in the wider contexts of college life. The second is that the most promising and powerful of the new approaches — learning communities, for example — treat learning as beyond the scope or capabilities of any one department or unit; they require the active engagement of multiple parties. On both scores, then — creating deep learning and the structures to deliver it — an integrated and systemic approach is required: It takes a whole college to educate a student. All stakeholders must ensure that student learning is improved, but faculty, student affairs professionals, administrative leaders, and students have particular roles to play.

Faculty can become masters of cognitive studies, develop pedagogy and curricula that draw upon and embody learning principles, become involved in all aspects of their institution's community life, and work in partnership with staff and community supporters to create learning activities based on the 10 learning principles.

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Geneva M. Walker-Johnson, Hartwick College

Scott C. Brown, AAHE, coordinator

In addition, the Joint Task Force drew upon the advice and expertise of a resource group of association representatives and higher education professionals.

Student affairs professionals and other staff can take the initiative to connect to each other and to academic units, develop programs that purposefully incorporate and identify learning contributions, and help students to view their education holistically and to participate fully in the life of the institution and the community.

Administrative leaders can rethink the conventional organization of colleges and universities to create more inventive structures and processes that integrate academic and student affairs; align institutional planning, hiring, rewards, and resource allocations with the learning mission; offer professional-development opportunities for people to cooperate across institutional boundaries; use evidence of student learning to guide program improvement, planning, and resource allocation; and communicate information on student life circumstances and culture to all members of the college or university community.

Students can take charge of their own learning and organize their educational programs to include a broad array of experiences both inside and outside the classroom; become aware of the cumulative nature of their education and consequently plan and monitor development; and establish personal relationships with faculty and staff as an essential part of their education.

As we transition from teaching-centered to learning-centered environments in our institutions, these principles and practices must become the norm rather than the exception. It will require significant change in how we approach our roles in and across our academic programs, throughout our beyond-the-classroom experiences, and in all related services. Only then will we be able to collectively optimize student learning.

"Learning Principles and Collaborative Action," a four-page summary of the full report of the Joint Task Force on Student Learning, is available. The full text of the report, "Powerful Partnerships: A Shared Responsibility for Learning," is also available and includes campus examples of effective collaborations between academic affairs and student affairs in support of student learning. Copies of the full report and the summary may be ordered from ACPA by calling 202/835-2272. Single copies of the summary are available from AAHE by sending a self-addressed stamped 9x12" envelope to Lisa Redfearn, AAHE Assessment Forum, One Dupont Circle, Suite 360, Washington, DC 20036-1110. In addition, the full report is available on the Assessment page of AAHE's website, www.aahe.org.

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Scott C. Brown, AAHE doctoral intern, coordinated the work of the Joint Task Force and managed the collection and distillation of the program descriptions submitted for the report.

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AAHE News

AAHE Names a Vice President

Kathleen Curry Santora, of Georgetown University, has been named vice president of AAHE. As vice president and chief operating officer, Santora will be responsible for directing the day-to-day operations of AAHE's office and programs. She also will coordinate the design and planning for AAHE's annual National Conference on Higher Education and work with member communities. She begins on October 13.

"As AAHE's newest vice president, I look forward to helping the association define and address the challenges and opportunities before the higher education community today," Santora said. "It is a privilege to join this highly regarded association and its strong team of professionals and volunteer leaders. I look forward to working with President Miller and AAHE's programs, staff, and members to anticipate and address the needs of an increasingly diverse student population in the ever-changing environment of higher education."

Santora has spent the past six years at Georgetown, most recently serving as a member of the President's Cabinet and primary liaison to the Board of Directors. She has served on search committees for senior academic administrators and chaired a task force on financial management and the university's steering committee on community service. She also was instrumental in establishing a long-discussed child care center on campus.

Previously, Santora was vice president for operations and counsel at the National Association of Independent Colleges and Universities (NAICU) and director of public policy and external relations at the Association of Governing Boards (AGB). She earned a law degree from Catholic University and a bachelor's degree from the University of Scranton.

"Kathleen Curry Santora is deeply committed to AAHE's mission and will make a wonderful addition to our staff," AAHE president Margaret A. Miller said. "Her experience at a private research university will bring a fresh perspective to our work; at the same time, she clearly shares the values implicit in AAHE's various lines of work."

Santora fills the vacancy left in May by the departure of Louis Albert, who took the newly created position of vice chancellor for educational services with the San Jose/Evergreen Community College District (CA) after 16 years at AAHE. She joins vice president Ted Marchese on AAHE's executive team.

Santora was selected from an exceptionally qualified pool of applicants after a national search by a committee composed of AAHE program directors and other staff.

Ewell Appointed to Board

AAHE's Executive Committee has tapped **Peter T. Ewell** to be the newest member of the AAHE Board of Directors. Ewell is senior associate at the National Center for Higher Education Management Systems (NCHEMS) and an executive editor for *Change* magazine. He is widely consulted and highly regarded for his expertise in assessment, accreditation, organizational change, and quality and accountability. Some of Ewell's recent work appeared in the December 1997 *AAHE Bulletin* ("Organizing for Learning: A New Imperative") and the July/August 1998 *Change* ("Rethinking Quality Assurance").

"We have just added someone to the board with a rare combination of policy and institutional perspective, who is involved with virtually every cutting-edge initiative in higher education, and who writes and thinks with a clarity and a precision that is unmatched in our field," said AAHE president Margaret A. Miller. "He has long been a resource for AAHE, and now we're making it official."

Ewell fills a vacancy that opened when board member **Tom Ehrlich** was elected its vice chair.

Institutional Change Conference

AAHE invites applications from faculty, administrators, and students to attend a **Conference on Institutional Change** to take place at the Washington Hilton & Towers, in Washington, DC, **November 21–23.** The meeting will provide resources and networking opportunities for institutions working to revitalize their undergraduate curricula and integrate science, mathematics, engineering, and technology (SMET) with other disciplines in ways that encourage science literacy for all students.

Funded in part by the National Science Foundation, the meeting also convenes teams from a wide variety of disciplines and institutional types that are already pursuing such work in NSF-sponsored programs. Representatives from professional societies, industry,

funding agencies, and evaluation organizations have also been invited.

With these experienced teams, you will develop an action plan for promoting institutional change on your own campus by participating in interactive sessions that can help you build a support network for long-term change. The conference will culminate in the development by attendees of a website to serve as an immediate resource for your campus, as well as a means by which your institution's efforts in undergraduate SMET education can be highlighted.

Because of the highly interactive nature of the meeting and the need to work in small teams, conference attendance is limited. Applicants will be selected on the basis of several criteria, including current and past work in undergraduate SMET curriculum reform and motivation for attending. **For additional information and an application form,** click "Program for the Promotion of Institutional Change" on AAHE's homepage or contact Susan Ganter (x32), director, sganter@aahe.org.

For full consideration, applications must be received no later than *October 9, 1998.*

AAHE Forum on Faculty Roles & Rewards

Plan now to attend **AAHE's 7th Annual Conference on Faculty Roles & Rewards, "The Academic Calling: Changing Commitments and Complexities,"** January 21–24, 1999, in San Diego.

In the face of the new demands on higher education — the impact of technology, the changing student, shifting funding priorities, the breaking down of older intellectual boundaries — faculty have lost a sense of how the pieces fit together. What is the work to which faculty are called? Where is the coherence, the sense of wholeness, the connections between what faculty are doing in the university and the larger purposes of society? The national leader

with the freshest and most stimulating answers to these questions, Wellesley College president **Diana Chapman Walsh,** will be the keynote speaker. **Randy Bass,** an early-career faculty member who just received tenure on the basis of his work with technology and the scholarship of teaching, will address the conference on technology and what is rewarded in faculty work. Bass is director of the Center for Electronic Projects in American Culture Studies and associate professor of English at Georgetown University.

The national conference of the Forum on Faculty Roles & Rewards has become an incubator for new ideas and innovative practice and a place where campus leaders struggling with similar issues can connect. The key emphases of the 1999 conference are:

- Toward Greater Connectedness and New Meanings
- Technology and the Changing Faculty Role
- Faculty Engagement in a Changing World
- Teaching and Learning in New Contexts
- Seasons in the Academic Life and Career Options

In early November, AAHE members will receive the **Conference Preview** with detailed workshop, major session, speaker, and registration information. In addition, the Preview will be posted to AAHE's website. Last year's workshops and ticketed events filled up quickly, so register early. Consider participating in the conference as part of a campus-based faculty/administrator team (team registrants receive a special rate). You can save $40 by registering before the early bird deadline of *December 11, 1998.*

For more information contact Ranjani Gopalarathinam (x41), project assistant, aaheffrr@aahe.org, or visit AAHE's website.

Assessment Conference

The **1999 AAHE Assessment Conference,** June 13–16 in Denver, will provide fresh perspectives on the evolution of assessment in higher education and its role in the larger community. This year's theme, **"Assessment as Evidence of Learning: Serving Student and Society,"** tracks two distinct strands: "**Adaptive and Innovative Practices**: Assessment and the Campus Learning Community," and "**Communication of Results**: Assessment in the Professional and Public Forums" to spark new ideas and bring practical applications and critical conversations into lively, interactive sessions.

A **Call for Proposals** is inserted in this issue of the *Bulletin.* For additional copies or more information about the conference, contact project assistant Karen Kalla (x21), kallak@aahe.org, or Lisa Redfearn (x20), lredfearn@aahe.org. For information on submitting proposals, contact senior associate Catherine Wehlburg, cwehlburg@wc.stephens.edu.

In addition, fifty **session abstracts from the 1998 Assessment Conference** now appear on the Assessment Forum page of AAHE's website. Postings include references and keywords for session content, plus contact persons. The Forum expects to post close to 100 abstracts to make available the important work shared at last year's conference.

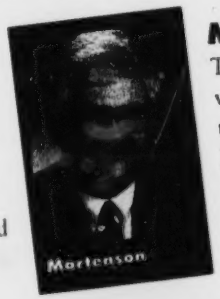
continued on page 16

Bulletin Board by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me news . . . e-mail to tmarchese@aahe.org.

Meritorious Miller

UGa's **Cameron Fincher** and **Larry Jones** were all smiles last month as their Institute of Higher Education announced its newest faculty member, Zell Miller, Georgia's "education governor" of note. … Miller takes up his duties after his term of office ends in January, teaching grad students and a freshman seminar. … UGa says that 97% of its in-state freshmen hold a HOPE Scholarship, one of Miller's proudest achievements. … The basic idea behind these scholarships — that student aid should be merit-based instead of need-based — has been gaining ground this decade, policy analyst **Tom Mortenson** notes, especially in the South. … Mortenson sees the development as a 180-degree turn from public commitments made in the 60s and 70s. … AAHE hopes to have a debate about all this at its National Conference next March.


Mortenson

Schilling

People

Best wishes to Miami U's **Karl Schilling** (past director of AAHE's Assessment Forum), new deputy director for policy at the State Council of Higher Education for Virginia. … Through August, **Sharon McDade** served as founding director of Massachusetts's statewide executive leadership institute, a year-long program set up by NERCHE to ready 18 faculty fellows for administrative posts (good idea!). … George Washington U has now brought McDade in as a full-time faculty member to bolster its higher ed program. … That program announced another change of note this summer, **Adrianna Kezar**'s replacement of **Jonathan Fife** as director of its ERIC Clearinghouse on Higher Education. … Jon took retirement after 26 years with GWU and ERIC, can be reached via jdfife@bellatlantic.net.

McDade

Anniversaries

On November 12, hundreds of **Zelda Gamson**'s closest friends will convene at U Mass-Boston to honor Zee and the 10th anniversary of NERCHE, her much-admired New England Resource Center for Higher Education (I'll be there!). … Happy anniversary, too, to former AAHE Board member **Claire Gaudiani,** 10 successful years into her presidency of Connecticut College. … And happy 20th to Regent University, where president **Paul Cerjan** presided over a four-day celebration in September . . . the 1,700-student Virginia Beach-based institution bills itself as "the nation's premier Christian graduate university."

More People

This is the season when sudden presidential vacancies lead to interim appointments, including those of **Ronald Williams** (CC of Philadelphia), **Ronald Volpe** (Capital U in OH), **Dennis Nielsen** (Metro State in MN), and **Rita Cepeda** (Mission). … Best wishes to new VPAAs **Noreen Carrocci** (Spring Hill) and **Jacqueline Johnson** (St. Martin's) . . . to new VPSAs **Steven Moore** (Baylor) and **Charles Quillin** (Point Park), and dean of students **Xavier Romano** (Knox). … Members assuming various academic deanships include **Sandra Bloomberg** (NJ City U), **Kim Phipps** (Messiah), **Pedro Lecca** (Howard), **Hiroko Karan** (Medgar Evers), **Linda Moore** (Wayne State), **Gerald Benjamin** (SUNY-New Paltz), **Spencer McWilliams** (Houston-Clear Lake), **Wendy Wilkins** (Michigan State), and **Brenda Williams** (Mitchell). … And the American Association of Colleges of Pharmacy had the good sense to promote from within, picked **Susan Meyer** as its new senior VP.

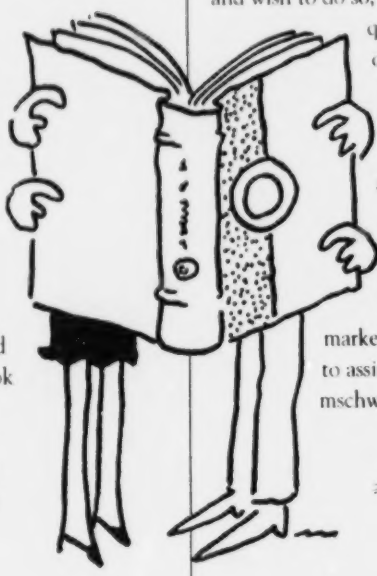
UNESCO

The United States dropped out of this United Nations body several years ago, so it will have just a shadow delegation at UNESCO's much-touted World Conference on Higher Education October 5-9 in Paris. … The build-up included regional meetings in Havana, Dakar (Senegal), Tokyo, Palermo (Italy), and Beirut. … The 2,700 conferees are expected to endorse a declaration (on principles for the reform of higher education) and a plan for action. … You can check out drafts of these documents at www.education.unesco.org. … Two of the 25 on the U.S. team are AAHE Board chair **Dolores Cross** and AAHE president **Peg Miller.**

continued from page 14

AAHE Directory

The new AAHE **Member Directory** is nearing completion! Members who have reserved a copy should check their mailboxes in late November. Thanks to everyone who returned questionnaires and took part in the telephone verification process. Member response and enthusiasm have been terrific.



If you have not yet ordered a copy and wish to do so, or if you have a question about your order, please contact Harris Publishing, 800/877-6554. If you have a question about the directory itself, Mary C.J. Schwarz (x14), AAHE's director of membership and marketing, would be happy to assist you; mschwarz@aahe.org.

CALENDAR

1998 TLT Group "Levers for Change" Workshops.

- Millersville University. *November 2–3.*
- Georgia Technical Institute. *November 5–6.*

1998 Conference on Institutional Change. Washington, DC. *November 21–23.*

- Application Deadline. *October 9, 1998.*

1999 AAHE Conference on Faculty Roles & Rewards. San Diego, CA. *January 21–24.*

- Early Bird Registration Deadline. *December 11, 1998.*
- Regular Registration Deadline. *January 4, 1999.*

1999 AAHE National Conference on Higher Education. Washington, DC. *March 20–24.*

- Session Proposals Deadline. *October 15, 1998.*

1999 Assessment Conference. Denver, CO. *June 13–16.*

☐ **Yes! I want to become a member of AAHE.**

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education*); and more!
Mail/fax to: AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

AAHE Membership *(choose one) (add $10/yr outside the U.S.):*
Regular: ☐ 1 yr, $105 ☐ 2 yrs, $200 ☐ 3 yrs, $295 Retired: ☐ 1 yr, $55 Student: ☐ 1 yr, $55

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AAHE Bulletin

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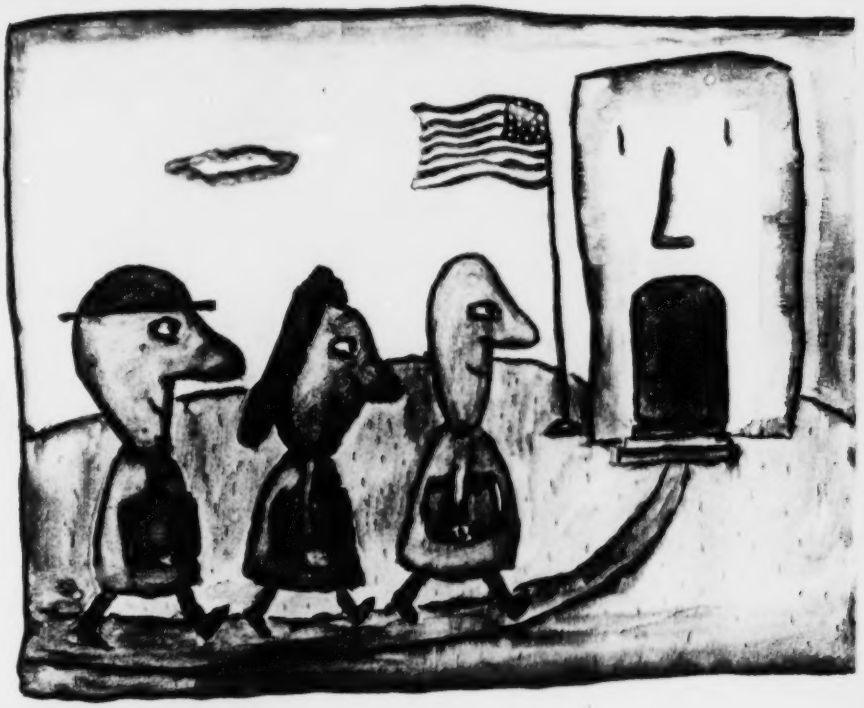
Essential Demographics

What should you know about today's students?



Innovative Student Roles

Learning From the Corporate University Model

Also in this Issue:

- **AAHE News**
- **Upcoming Conferences**
- **Bulletin Board**

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

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Essential Demographics of Today's College Students

by Edmund J. Hansen

Today's teens and young adults are growing up in very different circumstances. Awareness of the scale and types of changes can lead to a better understanding.

Lately a surprising number of college teachers have been busy analyzing or speculating about what makes current students different from those just a few decades ago. Much of this effort seems motivated by the puzzlement and frustration faculty experience in today's college classrooms. With this article, I hope to add to the effort by providing a set of baseline data from scholarly research and government reports that allows some comparisons across decades. I leave the analyzing largely up to the reader, with the hope that awareness of the scale and types of changes can be a first step toward a better understanding.

Overall student demographics, preparedness, and attitudes toward college have shifted greatly over the last three decades, coupled with an increase in the number of college students. But probably more important are developments in our society that have created vastly different conditions for the maturation and development of today's teens and young adults. Stressful experiences in school and at home, combined with the unparalleled distractions of today's mass media and entertainment industry, create an environment that has altered the rules for academic learning forever. See for yourself!

Increase in Student Numbers

Higher education was once reserved for a privileged few, and universities were designed to further the learning of those who were well prepared to begin with. All this changed with the GI Bill in 1944, which opened the doors to new types and much larger numbers of college students. Debates about academic standards and underprepared high school graduates have gone on since.

- The number of college students tripled between 1960 and 1975, then slowed to a 23% growth until 1990, and has stagnated during the '90s, until recently.
- The percentage of high school graduates age 16–24 enrolled in college rose from 46.6% in 1973 to 65.0% in 1996.
- The total numbers of students enrolled in public four-year colleges and public two-year colleges are practically identical now.
- Four out of 10 first-time, beginning community college students transfer to another institution, half of them to a four-year college or university.
- The number of bachelor's degrees awarded grew 26% between 1980 and 1994, and then dropped off slightly.
- Fields that lost in popularity since the mid '80s include some male-majority fields such as engineering (-32%) and computer and information sciences (-50%), as well as education, down 50% from the mid '70s to now.
- Fields that gained in popularity since the mid '80s include public administration and psychology, both increasing their enrollment by about 35% since 1990 alone.
- Fields with mixed developments include business management — almost doubling its enrollment in the '70s and '80s but losing 17% in the '90s — and the biological and physical sciences, both of which have turned their declines in the '80s around with 30–50% increases in female enrollment.

Changes in Student Demographics

The sometimes reluctant new emphasis on teaching is due not only to increasing numbers but also to dramatic changes in student demographics. By approximately 2030, the proportion of non-Hispanic white high school students will drop to the 50% mark. Cultural and ethnic sensitivities will make the classroom a very different place from what it is today.

- The proportion of college students 25 and older increased from 28% in 1970 to 44% in 1995.

- Between 1985 and 1995, the number of college men rose 9%, while the number of women increased by 23%.
- The proportion of students attending college part-time grew from 32% in 1970 to 43% in 1995.
- The percentage of 16- to 24-year-old full-time college students who were employed rose from 36% in 1973 to 69% in 1995/96. Those working 20 hours or more increased from 17% to 37%.
- Enrollment of minorities in higher education rose from 15.7% in 1976 to 25.3% in 1995. Increases came mainly among Asian (moving from 2% to 6%) and Hispanic (4% to 8%) students. Enrollment in elementary and secondary schools of students from groups in the minority rose from 29.6% in 1986 to 35.2% in 1995.

Indices of Student Preparedness

Although there are some signs of improvement, especially in elementary school, skill levels for basic academic tasks are still alarmingly low for a significant percentage of college students.

- The overall preparation level of students declined from the mid '60s to the early '80s, demonstrated by data from the SAT, the ACT, and other measures. More recent data show improved but still relatively low performance, both in absolute terms and by international comparison.
- In 1995, U.S. 12th grade students outperformed only two of 21 other countries in general knowledge of mathematics and science.
- Although the number of high school graduates completing a "core curriculum" (i.e., four years of English; three years of social studies, science, and math; two years of foreign language; a half year of computer science) has risen dramatically, it still included only half of all students in 1994 (compared with 18% in 1982).
- In the fall of 1995, 81% of public four-year colleges and 100% of public two-year colleges offered remedial programs. Of all first-time freshmen, 29% took at least one remedial course (24% math, 17% writing, 13% reading).
- In what may be a reaction to the increasingly competitive college admissions process, high school teachers are awarding more "A" grades than ever (31.6% in 1997 compared with 12.5% in 1969).
- Just 34% of freshmen report having spent six or more hours per week studying during their senior year in high school, an all-time low (compared with 44% in 1987). In fact, the average student spent only 3.8 hours per week in 1997, down from 4.9 hours in 1987.
- In 1993/94, 29% of public school teachers at the high school level reported that student absenteeism was a serious problem in their school, and 19.4% reported that tardiness was.

Changes in Student Attitude

Despite often low levels of preparedness, students tend to be highly confident in their abilities. Whether due to years of grade inflation in high school (and college), misunderstood attempts to bolster children's self-esteem, or society's overall disrespect for the immaterial value of education, many students tend to look at academic accomplishment as just another commodity to be purchased.

- Freshmen increasingly overestimate their own abilities, rating themselves as "above average" in virtually all academic areas (e.g., 41% of students in 1997 rated themselves "above average" writers, compared with 27% in 1966).
- A high degree of academic disengagement exists. In 1997, some 36% of freshmen (compared with 26% in 1985) report having been frequently "bored in class" during their last year of high school.
- In a national poll of 15- to 17-year-olds, only 25% said the "ability to formulate creative ideas and solutions" was extremely important; 33% said the same of the "ability to understand the historical, cultural, and philosophical background of a current problem"; and less than 40% said being "able to write well" was extremely important.
- "Developing a meaningful philosophy of life" has steadily decreased as an important objective for going to college (from 58% in 1989 to 41% in 1997).
- Students' political interest is at an all-time low. In 1997, only 27% considered it very important to keep up with politics, compared with 39% in 1992, and 58% in 1966.
- In 1993, 57% of undergraduates believed that the chief benefit of a college education is increasing one's earning power — an 11 percentage point increase since 1976.

Student data alone does not do justice to the enormous social changes that affect today's youngsters. A look at a few statistics illustrates the magnitude of change that has transformed our society in the last few decades.

Family Income and Time

Parents' time and financial resources play major roles in the social and intellectual development of their children. Increasingly, students' high school years are characterized by relative scarcities in both areas.

- In 1991, 23% of families headed by an adult age 25–34 had incomes below the poverty level. Between 1973 and 1990, the median inflation-adjusted income of families with children headed by a parent under age 30 dropped by 32%.
- In 1970, just under 39% of children of two-parent families had mothers in the workforce; by 1990 the proportion was 61%.
- In 1997, almost 32% of families headed by a female had incomes below the poverty level.
- The mothers of today's freshmen are not likely to be full-time homemakers. The proportion dropped from 33.9% in 1976 to 10.6% in 1997.

Divorce and Single-Parent Families

Family breakup has been a fact of life for many students. For some, this might lead to an accelerated maturation process, but for many others it leaves scars and distrust — maybe even cynicism — of adult authority figures.

- About 26% of freshmen in 1997 came from divorced families, three times as many as in 1972.
- Over the past two decades there has been an almost 40% increase in the number of female-headed households with children under age 18.
- The proportion of U.S. children living in single-parent families grew 2.5 times between 1960 and 1986. By 1997, 32% of all children lived with only one parent. This is far more than in other industrialized nations, and the gap is widening.

Violence and Suicide

While the overall number of violent crimes in society has gone down in recent years, violence among children and adolescents remains extremely high, despite some progress. A considerable percentage of students have grown up in an atmosphere of fear and intimidation that has been carried from the streets into the schools. In addition, there is the particularly disturbing frequency of sexual assault on girls and young women.

- Between 1986 and 1995, most categories of violent crime increased substantially for U.S. youths under age 18: murder and manslaughter (up 89.9%), aggravated assault (up 78.3%), robbery (up 63.4%).
- In the early '90s, teenagers in the United States were at least four times more likely to be murdered as were their counterparts in 21 other industrialized countries.
- The suicide rate of 15- to 19-year-olds increased from 3.6 in 100,000 in 1960 to 11.1 in 100,000 in 1990, and has since remained relatively stable.
- The murder rate among 14- to 17-year-olds rose from 4.6 in 100,000 in 1976 to 12.3 in 100,000 in 1993, and has since moderately declined (to 11.2 in 100,000).
- More than one in four adult women report having been sexually assaulted at some time during their childhood or young adulthood.
- In 1995, 14.3% of males in grades 9–12 carried a weapon (gun, knife, or club) on school property on one or more days during any one month.
- The number of public school teachers who reported being threatened with physical injury or physically attacked by a student from their school during the previous 12 months increased from 10% to 15% between 1991 and 1994.

Drug Use

This is another crime statistic that has declined in the general population but is on the rise among school-age children. Imagine the impact on students' learning and development when drug dealers and peer pressure combine on or off school grounds and students form habits with which most parents have no experience of their own.

- The proportion of 10th graders who reported that someone offered to sell or give them an illegal drug at school during the previous year has risen from 18% in 1992 to 32% in 1996.
- The proportion of 12th graders using illicit drugs dropped sharply from 37% in 1980 to 14% in 1992, only to increase again to 26% by 1997.
- A 1997 study of a nationally representative sample of college students showed that 42.7% of all students qualified as binge drinkers and 20.7% as frequent binge drinkers (half of whom forgot where they were or what they did while drunk).

Mass Media

Young people are enthusiastic consumers of mass media, whose main themes seem to be fame, fortune, aggression, and sexuality, usually in excess, with rarely a thoughtful reflection of how to put them into proper perspective.

- By age 16, the average adolescent — who views approximately 35 hours of television programming per week — has seen 200,000 acts of violence, 33,000 of which are murders or attempted murders.
- Violence and gore are major themes of the most popular video games. Half of these are violent in content — more than half if sports games are included.
- Since its inception in 1981, MTV has been the fastest-growing channel in cable history because of its popularity with teenagers, for whose consumption it was designed. Two-thirds of MTV's characters are male, and only one-third are female. Half of the females wear "provocative clothing" and tend to be portrayed as objects for men to use.

Today's college students are different: Their numbers have increased, and so has their average age. Their academic preparedness is down, even as their confidence in their abilities is higher than ever. These factors are probably foremost on faculty minds when they insist that today's generation is a different breed. But as the data show, that difference is cultural more than academic. Statistics alone cannot do justice to the dramatic changes, but they at least focus attention on the developments that determine what types of relationships we might be able to establish with our students of tomorrow.

A full copy of this report, including sources for the data cited, is available online at www.emporia.edu/tec/t_idea8.htm.

Edmund J. Hansen directs the Teaching Enhancement Center and teaches psychology at Emporia State University. Write to him at Campus Box 4048, 1200 Commercial Street, Emporia, KS 66801-5087.

How the Corporate University Model Works

by Jeanne C. Meister

Meister

Rapid technological advances have transformed the way corporations do business and have created the need for a well-educated workforce poised for continuous learning. A company's "knowledge capital" is crucial to its success. Firms that organize themselves for learning will benefit by creating a highly skilled, flexible workforce able to create value in the marketplace and offer the company an enduring competitive advantage.

A corporate university is a *process* in which employees partner with members of the value chain — customers, suppliers, and wholesalers — to build individual and organizational competencies that increase the performance of the organization. It differs from a training department in a number of ways. A training department tends to be reactive, decentralized, and geared to a wide audience, typically conveying functional information with little depth in a classroom environment in which courses are structured with a start and a finish.

A corporate university, conversely, is proactive, centralized, and has a customized curriculum strategically relevant to key job families. The corporate university is responsible for shaping corporate culture and fostering the development of intangible skills such as leadership, creative thinking, and problem solving. Corporate universities deliver education through a myriad of technologies and learning devices, such as the Internet or an intranet, CD-ROM, and satellite television. Corporate universities emphasize lifelong learning for employees as a means of fostering the continuous development of skills and knowledge.

The Corporate University Model

To build a top-flight workforce, many companies have adopted the corporate university model as a way to systematize and streamline their learning and development efforts. Today there are more than 1,000 corporate universities, compared with 400 in 1988. At the current rate of growth, the number of corporate universities will exceed 2,000 by the year 2000, at which time they will be firmly ensconced among the nation's top educators of postsecondary students.

While corporate universities differ in many surface aspects, they tend to organize themselves around similar principles and goals in pursuit of their overall objective — to become lifelong learning institutions. Ten clear-cut goals and principles lie at the heart of the corporate university's power to galvanize employees into the kind of first-rate workforce needed for success in the global marketplace. These principles are:

1. Provide learning opportunities that support the organization's critical business issues.
2. Consider the corporate university model a process rather than a place of learning.
3. Design a curriculum to incorporate the three C's: corporate citizenship, contextual framework, and core competencies.
4. Train the value chain, including customers, distributors, product suppliers, and the universities that provide tomorrow's workers.
5. Move from instructor-led training to multiple formats of delivering learning.
6. Encourage leaders to be involved with and facilitate learning.
7. Move from a corporate allocation-funded business unit to a self-funded business operation.

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8. Assume a global focus in developing learning solutions.
9. Create a measurement system to evaluate outputs as well as inputs.
10. Utilize the corporate university for competitive advantage and entry into new markets.

Now, let's take a closer look at these principles.

Provide Learning in Support of the Business Goals

The corporate university model is competency-based and links learning to a business's strategic needs. The Bank of Montreal Institute for Learning offers an example of how an organization focuses on linking employee skills to business goals. "Our starting point for creating a new learning program is always a business issue or opportunity," said Jim Rush, senior vice president and executive director. "We sit down with our internal customers and ask, 'What's the difference between where you are now and where you want to be? What are the gaps?' Then we develop learning solutions to address these performance gaps and assist the business in meeting their strategic goals."

Design a Process, Not Necessarily a Place

While some corporate universities may start as a bricks-and-mortar facility, the ultimate focus is on building a process for learning. Most corporate universities aspire to increase employee aptitude for learning by instilling commitment and accessibility to lifelong learning. The corporate university encourages employees to continuously strive to learn new skills and competencies during their entire working lives and to be accountable for learning these new skills.

Design a Core Curriculum Around the Three C's

The core curriculums of corporate universities are remarkably similar in their focus on the three C's — developing corporate citizenship, providing a contextual framework to the company, and building core workplace competencies among employees. Formally training all levels of employees in the corporation's values, beliefs, and culture is crucial in developing a shared mindset.

Train the Value Chain

Companies with corporate universities have recognized that the success of their suppliers and their customers is critical to their own success. Instead of treating suppliers as adversaries, enlightened companies realize that they need to build partnerships with key links in their business channel. If all critical members of the chain understand the company's vision, values, mission, and quality goals, as well as the individual competencies supporting its competitive advantage, the company is better able to meet its business objectives.

Move From Instructor-Led to Multiple Formats of Delivering Learning

Although corporate universities have extensive programs to train all levels of employees in skills, knowledge, and competencies, their real emphasis is on becoming a learning laboratory for the entire business system — the customer, employee, and supply chain. Corporate universities promote learning both formally — with training programs delivered in a classroom or distributed through various media — and informally with programs targeted to employees, customers, suppliers, and even the universities that supply the company with its new recruits.

Encourage Leaders to Be Involved With and Facilitate Learning

Many corporate universities have shifted the focus of facilitating learning from external experts to internal leaders. These leaders serve as role models, and, more importantly, participation becomes a developmental experience and a means of improving facilitation and group-management skills. It also helps them develop a breadth and depth of knowledge about the entire business. In turn, participants learn from seasoned managers who pepper each workshop with real-world examples. Role-modeling of this nature promotes a culture of continuous learning and helps to transform the organization.

Move From Corporate Allocation to Self-Funding

A growing number of senior business managers are committed to a funding model that demands a market-driven link between services rendered and customer needs. This "pay for services" funding strategy requires business units to pay for corporate university services rather than allocating payment to corporate overhead. According to my firm's 1998 Survey of Corporate University Future Directions, the typical corporate university funding model is moving from the current 54% corporate allocation to only 30%.

Assume a Global Focus on Developing Learning Programs

Motorola University and General Electric's Management Development Institute, two mature corporate universities, have been instrumental in driving a global perspective among their managers. As a transnational corporation, Motorola has taken the lead in developing workshops where its senior executives analyze select Asian countries as potential markets and determine how Motorola can successfully compete.

GE's China Management Training Program represents GE's commitment to teaching top-level Chinese managers Western management practices. Since 1986, four groups of Chinese managers have completed the program. Six GE

The practice of corporate-college alliances is here to stay and continues to reinvent itself in a number of ways. As ongoing alliances evolve and corporations seek partnerships with institutions of higher education, key elements for success are becoming clearer, and colleges are become more adept partners as they learn about the business world.

In July of this year, Corporate University Xchange completed a survey of business schools around the world, entitled the 1998 Survey of Global Education Best Practices. The survey was sponsored by the European Foundation for Management Development and AACSB-The International Association for Management Education.

Corporate-college alliances have burgeoned for several reasons that relate primarily to the need for corporations to leverage the capacity of colleges as research centers. Universities, in turn, have sought alliances to meet long-term objectives such as generating revenue, connecting their business curriculum to the real world, and establishing new internship and job sources for their students. The development of alliances also stems from the fact that corporate reengineering and globalization have presented challenges to organizations in which education is not a core competency.

From the outset of a corporate-college alliance there must be commonality between partners regarding culture, structure, and strategy. Interestingly, the most important selection criteria include articulating a shared vision, clearly defining roles, establishing responsibilities and deliverables, having global capabilities, and having both the university and corporate partner assume shared risk in designing new executive-development programs.

The survey uncovered a number of critical success factors necessary to sustain a thriving alliance. Support from the top echelon of the corporate partner is one of the most important factors. Well-defined roles, responsibilities, and expectations; investment in technology; and operational flexibility — to adapt to changing dynamics within the economic climate as well as within the corporate partner's organization — are also key factors necessary for a successful alliance. It is extremely important that the university faculty involved in the partnership learn the business of their corporate partner.

A majority of the business schools in the Survey of Global Education Best Practices and a large percentage of the corporations in Corporate University Xchange's 1998 Survey of Corporate University Future Directions said that clearly defined roles and expectations represent a primary success factor in an alliance. Business school deans, like corporate university deans, believe flexibility and creativity on both sides is a key success factor. But the two groups acknowledge a set of somewhat disparate success guidelines. For example, corporate university directors find that maximizing learning resources is a key criterion for developing a successful alliance with a university and establishing portable credentials. Colleges, on the other hand, stress the importance of listening to the client and making sure the faculty is willing (and able) to deliver. These differences in success factors reflect the two groups' respective roles as corporate client and university vendor.

The logical outgrowth of an alliance in which the university becomes intimately familiar with its partner's business is a customized program designed to suit the unique business needs of the corporation. This requires a sustained commitment by the university faculty and a major role shift — acknowledged by both parties — from provider of traditional executive education to provider of business solutions. As defined by the respondents in our survey, a solutions-oriented business partner proactively analyzes a client's business issues to define and drive optimal business results and draws upon an increased network of resources to solve client problems and generate solutions. Also, a business partner uses a broader understanding of the client's business to formulate creative responses to its needs. Finally, in the role of business partner, faculty can define and act on client situations as a continual process flow, rather than as discrete and disconnected events.

Key differences between business and academia demand new approaches for faculty. For example, the shorter cycle time in business dictates that customized executive education programs be developed in far less time than is normal at the university. Also, the nature of business requires a more collaborative effort, often requiring faculty from one school to work with faculty from another school, jointly agreeing on the scope, objectives, and deliverables of a program. Additionally, our survey of corporate university directors highlighted the importance of faculty being able to think cross-functionally, because all business problems are inherently cross-functional.

With the advent of new roles, new skill sets, and new approaches to delivering business education, universities are expanding their relationship with the private sector and developing new products and services for this growing market. For example, faculty working in the intensive, collaborative, custom environments that are proliferating as a result of increased alliances are behaving more like consultants and expanding their products and services to include strategic planning and visioning and, in some cases, are actually attending multiple classes in corporate vision, values, and traditions to better understand the dynamics of the corporate partner and the challenges it faces.

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businesses currently represented in China select each group of 25 Chinese managers viewed as future leaders. After nine months in an intensive English language program conducted in Beijing, these Chinese mangers spend one month at GE's facility in Ossining, New York, where they are introduced to the concepts and business practices of a free market economy.

HIGHLY REGARDED CORPORATE UNIVERSITIES

Arthur D. Little School of Management
Arthur D. Little Co. (Cambridge, MA)

AT&T School of Business and Technology
AT&T (Somerset, NJ)

Bank of Montreal Institute for Learning
Bank of Montreal (Scarborough, Ont.)

The Busch Learning Center
Anheuser-Busch, Inc. (St. Louis, MO)

Dell University
Dell Computer Corporation (Austin, TX)

Disney Institute
The Walt Disney Company (Lake Buena Vista, FL)

The Eaton School of Retailing
The T. Eaton Company Ltd. (Toronto, Ont.)

First University
First Union Corporation (Charlotte, NC)

FORDSTAR
Ford Motor Company (Dearborn, MI)

GE Management Development Institute
General Electric (Ossining, NY)

Hamburger University
McDonald's Corporation (Oakbrook, IL)

Harley-Davidson University
Harley-Davidson, Inc. (Milwaukee, WI)

Intel University
Intel Corporation (Santa Clara, CA)

MasterCard University
MasterCard International (Purchase, NY)

Motorola University
Motorola Inc. (Schaumburg, IL)

Oracle University
Oracle Corporation (Redwood Shores, CA)

SBC Center for Learning
Southwestern Bell Corporation (Irving, TX)

Sears University
Sears Roebuck & Company (Hoffman Estates, IL)

Southern Company College
The Southern Company (Atlanta, GA)

Sprint University of Excellence
Sprint Corporation (Westwood, KS)

SunU
Sun Microsystems (Mountain View, CA)

TVA University
Tennessee Valley Authority (Knoxville, TN)

Create a Measurement System to Measure Outputs as Well as Inputs

One of the primary cost efficiencies of the corporate university is to centralize operations such as design, development, registration, vendor management, and measurement. The key to realizing this is to move from measuring the inputs — materials and instructors — to measuring the outputs: the contribution an education investment has had on achieving a business strategy.

A corporate university dean must take a long view of his or her contribution to the business. This view requires more than conducting surveys six to nine months after training. It means tracking individual employees for up to five years and understanding what contribution they have made to the organization. The goal is to measure the output of the learning experience.

Utilize the Corporate University for Competitive Advantage and Entry Into New Markets

The final organizing principle in the creation and management of a corporate university is the use of the corporate university for external competitive advantage. Perhaps the most impressive example is General Electric's move to enter the consulting business with its customers. As GE CEO Jack Welch said, "The product you sell is only one component of your business."

This commitment to using education as an entry into new customers and markets is being implemented because, as product life cycles shorten and technology becomes easy to emulate, companies must participate in more of the value chain. That means transforming themselves into consultants and advising customers on areas ranging from quality and employee education to productivity and innovation.

Companies applying the principles evident in corporate universities are looking beyond employee education programs for one target population — internal employees — and building learning systems that bring together the customer, employee, and supply chain in the pursuit of continuous improvement. The challenge is to create a learning environment where employees and everyone in the company's business system understand the importance of continuous learning linked to business goals.

Jeanne C. Meister is president of Corporate University Xchange, Inc., a New York City-based consulting firm that helps organizations to establish and maintain a corporate learning infrastructure. She is the author of *Corporate Universities: Lessons in Building a World-Class Work Force* (McGraw-Hill, 1998). Contact her at 381 Park Avenue South, Suite 713, New York, NY 10016; 212/213-2828; www.corpu.com.

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Who Teaches? Who Learns?

The discourse of higher education is full of the challenge to refocus our priorities and our restructuring initiatives around student learning. Partnerships between students and faculty are excellent avenues for changing the institutional paradigm.

For two days in early February 1996, faculty and students from seven liberal arts institutions worked together at Brown University in the interactive conference "Innovative Student Roles." These institutions had been supported by the Pew Charitable Trusts with two- or three-year grants to develop new initiatives that strengthen teaching and learning in the first two years of college. Each funded project integrated student and faculty work to improve the environment of teaching and learning on campus. All of the students who attended the conference had been involved in their campus initiatives.

One such student was Kimberley Barker, a rising junior when she embarked on Furman University's Pew-funded project to revise general-education courses by taking the issues of gender, race, and ethnicity into account. Barker collaborated with a faculty member during the summer to review, evaluate, and select material for a revised humanities course, and then for two years assisted as a discussion leader and small-group facilitator for that course.

At the Student Roles conference, Barker met with other grant recipients to share ideas and experiences. Major breakthroughs in thinking occurred as students talked excitedly about the value of partnerships with faculty, and faculty talked about how the relationships raised their own expectations of students and reenergized their commitment to teaching. The conference ultimately produced a collection of essays, *Who Teaches? Who Learns?* (see box), from which Barker's essay is reprinted here.

Innovative Student Roles

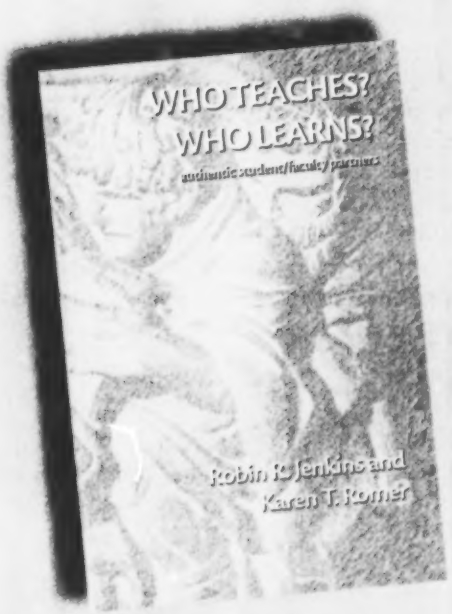
by Kimberley Barker

It's amazing how different an issue seems when one considers it from the other side of the podium, so to speak. When I attended the "Innovative Student Roles" conference at Brown, it was February and I was still a student. It is now April and I've been hard at work as a teaching intern at a local high school for well over a month. I thought that my work at Furman as a teaching assistant would prepare me somewhat for my experiences as a student teacher. In this expectation I was somewhat disappointed (not to mention shocked, bewildered, and a little overwhelmed). Here, instead of motivated, interested students, I was working with apathetic, bored teenagers who made it clear that literature was a waste of their time. After a rocky, ulcer-inducing few weeks I decided that something had to give in this situation. I calmed down sufficiently to allow my mind some time to consider possible options for improving my relationship with my students.

"Perhaps the most powerful idea I encountered at Brown during the conference was the belief that having a personal, out-of-class relationship with the teacher powerfully impacts how you react to that teacher in an academic setting."

Perhaps not surprisingly, my mind led me back to the Student Roles weekend at Brown. I began poring over my notes from the conference, reviewing the ideas which we had shared with each other and I thought, "These just might work." "These" were suggestions for changing/improving student roles in colleges and universities. But, I thought, why not in high schools?

Perhaps the most powerful idea I encountered at Brown during the conference was the belief that having a personal, out-of-class relationship with the teacher powerfully impacts how you react to that teacher in an *academic* setting. We at the conference always returned in our discussions to that idea, agreeing that it was important to build a foundation with students and teachers as *people* in order to build an academic relationship. But how, I thought, can I build personal relationships with over 100 people when student teachers are strictly forbidden to socialize with students? Surprisingly enough, my answer came through a punishment method. I had to keep detention and, in the interest of order, decided to conduct one-on-one detention. What a



Who Teaches? Who Learns? Authentic Student/ Faculty Partners

edited by Robin R. Jenkins and Karen T. Romer (1998, IVY Publishers)

Essays by pairs of students and faculty from seven liberal arts colleges describe the impact of student-faculty collaboration on campus advising, mentoring, residential programming, course design, and curriculum development. Strategies used by the campuses are easily adaptable to other institutions. The work resulted from a project of the Pew Charitable Trusts to strengthen teaching and learning in the critical first two years of college.

Copies are available to AAHE members at no charge. To order, write to ST&L, Box 1840, Brown University, Providence, RI 02912; ST&L@brown.edu.

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revelation! Having the time alone with the students gave us a wonderful opportunity to see each other as humans, instead of in our sometimes adversarial roles of student and teacher. (Ironic, isn't it?) After we had worked out our differences about classroom behavior, we went on to discuss our various interests in music, clothes, cars, etc. Personal contact begat understanding, understanding begat acceptance and warmth. Because of these experiences, some of my once-toughest students are now my biggest champions.

Another way in which I was able to build better relationships with students and improve the learning situation was through my decision to empower students in the classroom. This was not as easy to accomplish as my idealistic visions had led me to believe. In fact, in some ways it is the most difficult experience I have had during my internship. Once again, the student roles conference at Brown was my guide and solace as I worked to implement the changes in my classes. During the conference, we discussed the difficulties of student empowerment, some of which were: the problem (for the teacher) of surrendering complete authority and the possible resentment of the students at finding themselves sources of authority (the attitude of "Hey, you're the teacher. It's your job to work, not mine.") I encountered both of these difficulties though, interestingly, in a different way from when I thought about them at the conference. The difference in my attitude was due to the fact that I was now the teacher. It was difficult to surrender authority, the main reason being that some of the kids misinterpreted what I was attempting to do and tried to use their new power to slack off. However, this problem was taken care of by the other students before I had to step in. The majority of the kids realized what I was doing and loved it! They realized that the debate-style classes I conducted in fact required more work and more thought from them; but they also realized that, in giving them this power to voice their thoughts and opinions, I was voicing my belief that their thoughts were valuable. Afraid that bad behavior would cause me to return to the "old way," the kids exerted positive peer pressure and soon classroom behavior was better than ever. A second difficulty appeared (also as predicted by our group at Brown) in that there were a couple of extremely uncomfortable scenes while the students and I were learning each other's boundaries. However, both the kids and I were committed to making our new style work and so we were willing to forgive and forget.

"Neat, tidy (boring) lectures are much easier to prepare for than are the huge, organically growing discussions which are the result of 30 interested people contributing their ideals and beliefs and thoughts."

Another concern of conference-goers at Brown was the question "Does student empowerment mean a sacrifice of information?" As a student, I couldn't see this point of view at all; *of course* student empowerment could only yield positive results. Well, now that I am a teacher, I see that student empowerment does sometimes mean that you just don't get through all the information you wanted to in a class period. I'm constantly readjusting my lesson plans, and working hard to keep ahead of my students' thoughts and questions. As with all good discussion, thought leaps to thought and wonderful, far-flung connections are made ... to the cost of a painstakingly prepared outline. The planning involved in these types of lessons is difficult; it does mean more work for the teachers, as well as for students. Neat, tidy (boring) lectures are much easier to prepare for than are the huge, organically growing discussions which are the result of 30 interested people contributing their ideals and beliefs and thoughts. In spite of this, I love it and feel strongly that education should work to move in this direction. High school students today are much different even from how kids were when I was in high school, never mind 30 or 40 years ago when the legislators were in school. Kids today are more likely to be major contributors to the family income, and to keeping the family together. These are kids who are concerned with the reality of survival; they are, in short, adults in many ways. This has to be respected or we will lose many fine minds. A kid who works 40 hours a week to pay rent and buy food will not react well to being treated like an ignorant child by a teacher.

It is my sincere wish that colleges and universities will be the leaders in this new movement. Think about it: Supposedly our secondary institutions are full of the best and brightest in our country. Don't you think it's time we started listening to what they *think* and not to the intellectual regurgitation that has become the norm in education?

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Kimberley Barker graduated from Furman University with a degree in English in 1996, and is currently working on a library science degree at the University of South Carolina.

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AAHE News

Join Us Online

If you have an Internet connection, you can participate in **"Targeting Institutional Change: Quality Undergraduate Science Education for All Students,"** an AAHE Conference on Institutional Change, November 21–23, 1998, in Washington, DC.

Teams from colleges and universities that have implemented institutional changes based on reform in the science, mathematics, engineering, and technology (SMET) disciplines will attend the conference, funded by a grant from the National Science Foundation and sponsored by AAHE's Program for the Promotion of Institutional Change. The conference has four central purposes:

- to exchange lessons from past and current initiatives;
- to expand knowledge of assessment and reform strategies;
- to build a network of schools whose SMET disciplines are contributing to institutional reform; and
- to encourage further institutional change.

An interactive page on AAHE's website (www.aahe.org/ppic/summary.htm) will allow you to read postings by attendees and to add your own comments. To make the site as real-time as possible, postings will be uploaded immediately after each conference session. For more information on the Institutional Change initiative, including the conference schedule, click "Program for the Promotion of Institutional Change" on AAHE's website or contact Susan Ganter (x32), director, sganter@aahe.org.

Wilson

Yankelovich

Bergquist

Conference on Faculty Roles & Rewards

AAHE's seventh annual Conference on Faculty Roles & Rewards, **"The Academic Calling: Changing Commitments and Complexities,"** will be held January 21–24 in San Diego.

Keynote speaker **Diana Chapman Walsh,** president of Wellesley College, will open the conference with a conversation about the challenge to maintain coherence between faculty work and the larger purposes of society. Highlights of the nearly 100 sessions include:

- **Randy Bass,** Georgetown University, on ways technology has changed faculty work and how this new work is being rewarded.
- **Blenda Wilson,** president, California State University-Northridge, on changes in the California student population and what this will mean for faculty.

What's New @ www.aahe.org

1998 AAHE Conference on Institutional Change
Participate in the meeting online.

Carnegie Teaching Academy Campus Program
An invitation to participate, online registration form, and list of registered campuses.

1999 AAHE Conference on Faculty Roles & Rewards
Up-to-date information on sessions, workshops, and special events.

"The New Conversations About Learning"
Ted Marchese's essay from *Assessing Impact*.

1999 AAHE Conference on Assessment
Preliminary information and a Call for Proposals.

Scroll to "New @ aahe.org" on AAHE's homepage for fastlinks to each of these items!

• Website: www.aahe.org • Fax/Access: 510/271-8164 • Listserv info: Fax/Access, item 12

- **Mary Walshok** and **Michael Schudson,** University of California-San Diego, and **Dan Yankelovich,** The Public Agenda, on their new project "Overcoming the Disconnect Between Academic and Civic Knowledge."
- Authors **William Bergquist** and **Carole Bland,** University of Minnesota medical school, on senior faculty vitality.
- **Harry Boyte,** University of Minnesota, and **Tom Ehrlich,** California State University and former president of Indiana University, on what it means to be an engaged faculty member in a democratic society.
- **Pat Hutchings** and **Lee Shulman,** Carnegie Foundation for the Advancement of Teaching, on the initial stages of Carnegie's Teaching Academy Program.
- And briefings on AAHE's New Pathways II project and service-learning project.

A conference preview was mailed recently to all AAHE members. New information will be added to AAHE's website throughout November and December. Register early — last year's workshops and special events filled up fast. The early bird deadline is *December 11, 1998* (save $40!); the regular deadline is *January 4, 1999*. Registrations are accepted by mail or fax.

For more information, contact Pamela Bender (x56), program manager, Forum on Faculty Roles & Rewards, aaheffrr@aahe.org.

Campus Program

Visit the **Teaching Initiatives** page of AAHE's website to learn about the Carnegie Teaching Academy Campus Program process and how you can get involved. Postings by registrants in the program's **"Campus Conversations"** process detail how they are conducting their conversations, which campus constituents are involved, any online tools they are using, and their timelines.

Campuses are invited to enter Campus Conversations at any time, and each campus works at its own pace. A booklet describing the Campus Program appears on the website; printed copies, in multiples if needed, can be requested from Teresa E. Antonucci (x34), program manager, tantonucci@aahe.org. Contact Barbara Cambridge (x29), director of AAHE Teaching Initiatives, bcambridge@aahe.org, with any questions about the program.

Mark This Date!

The **1999 AAHE Assessment Conference** will take place at the Adam's Mark Hotel in beautiful Denver, June 13–16. The 1999 conference theme, **"Assessment as Evidence of Learning: Serving Student and Society,"** will be an opportunity to share fresh perspectives on the evolution of assessment in higher education and its role in the larger community.

Session proposals are invited for two theme tracks: "Adaptive and Innovative Practices: Assessment and the Campus Learning Community," accenting how assessment is used to advance the quality of learning within an institution, and "Communication of Results: Assessment in the Professional and Public Forums," about communicating information to the general public.

A Call for Proposals was inserted in last month's *AAHE Bulletin*. If you would like another copy, or if you have questions about how to participate in this conference, contact Catherine Wehlburg (x39), senior associate, AAHE Assessment Forum, cwehlburg@wc.stephens.edu, or project assistant Karen Kalla (x21), kallak@aahe.org, or visit the Assessment page of AAHE's website. The deadline for session proposals is *December 7, 1998*.

Institutional Portfolios

The six urban public universities in the Pew-funded **Urban Universities Portfolio Project** have begun work on institutional portfolios that emphasize student learning outcomes and the features that support student learning at urban institutions. These features include use of the rich learning opportunities afforded by the urban environment and efforts to adapt teaching and curricula to the highly diverse needs of urban students. AAHE is a partner in the project, based at Indiana University-Purdue University Indianapolis (IUPUI).

One aim of the three-year project is to enhance stakeholders' understanding of the roles and accomplishments of urban public universities, a growing sector often disadvantaged by traditional ratings and rankings. The portfolios focus attention on how well the universities are achieving their own missions and priorities and establish benchmarks that allow comparisons with appropriate peers. The portfolios will be developed in both paper and online formats.

Directing the project is IUPUI's Susan Kahn. For more information, she can be reached at 317/278-3604, skahn@iupui.edu.

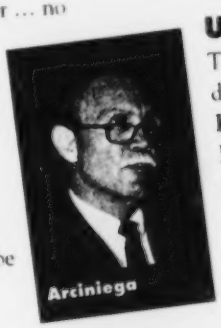
continued on page 16

Bulletin Board

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus other news of note . . . do send items . . . email to bulletin@aahe.org.

Call 911!

This month, Bulletin Board wishes a speedy recovery to its creator, AAHE vice president **Ted Marchese,** who suffered a heart attack September 30 … at the gym, of all places. … Gym staff acted immediately, summoning the EMTs, who rushed him to George Washington University Hospital. Released October 6, Ted is home and under doctor's orders to rest and reconnoiter … no flying, no stress, and no spicy chicken with cashews! … Later this month, he and AAHE will reassess his loaded plate of responsibilities, which include *Change* magazine. … For the foreseeable, Bulletin Board will go on, as a collaboration of readers and AAHE staff, so please continue to send news, to the interim address above. "Get Well" wishes for Ted can be sent to the AAHE offices or to tmarchese@aahe.org.


Arciniega

People

Congrats to three new chief executives: **Linwood H. Rose** (James Madison), **Vance A. Yoder** (Christian Heritage), and **Omero Suarez** (Grossmont-Cuyamaca CC District). … Elsewhere, Penn State names **Daniel J. Larson** dean of its college of science … **John A. Mosbo** to provost at Central Arkansas … **Larry Gay Reagan** to VP for teaching and learning at Valencia CC … **Maria Vaz** to associate provost and graduate dean at Lawrence Tech … **Jolyne Ghanatabadi** to dean of instruction at GateWay CC … **Lisa A. Tedesco** to VP at UMich. … Cheers too for new VPAA **David G. Rice** (Holy Family), VPSA **Juan Avalos** (CSU-Monterey Bay), and graduate studies coordinator **Alice Thomas** (Minnesota-Twin Cities). … And a tip o' the hat to **Paul J. Dovre,** president of Concordia College at Moorhead, who announces his retirement, effective in June.

Robertson

CQI/Assessment

In the *AAHE Bulletin* piece last May on "not-so-distant-competitors," it kept cropping up that the hottest, best-funded ventures universally practice CQI as a management philosophy. … As one of them said, "without teamwork, listening to customers, and good data, you can't be a serious player in markets today" … ditto for assessment, which the CQI framework is all about. … Does anybody do more assessment, day in and day out, than the University of Phoenix! … **Karen Spahn** heads its unit, 17 full-time employees in all, that looks constantly at student academic achievement and institutional effectiveness … she says Phoenix is just finishing up a study of "course rigor" … which has to be a first.

UNESCO

The United States sent a large and impressive delegation to the **"World Conference on Higher Education,"** convened by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) last month in Paris … the aim: to work with the global higher education community in laying down "fundamental principles for the in-depth reform of higher education systems throughout the world." . . . Although the United States dropped out of UNESCO in 1984, team members attended as observers and had a substantial effect on the resulting 12-page "World Declaration on Higher Education for the Twenty-first Century: Vision and Action." … Among some 4,000 higher ed leaders from 184 countries, AAHE was well represented by its president, **Peg Miller,** and members **James Appleberry** (AASCU), **Tomás A. Arciniega** (CSU-Bakersfield), **Mary Burgan** (AAUP), **Ed Elliott** (Central Missouri State), **Patricia Ewers** (Pace), **Vera K. Farris** (Stockton), **Antonio R. Flores** (HACU), **Augustine P. Gallego** (San Diego CC District), **Donald R. Gerth** (CSU-Sacramento), **Madeleine Green** (ACE), **Emita Hill** (Indiana U-Kokomo), **Stanley O. Ikenberry** (ACE), **Orville Kean** (U Virgin Islands), **Jean Morse** (MSACHE), **Betty Overton** (Kellogg), **David R. Pierce** (AACC), **James R. Roach** (Western Connecticut), **Piedad F. Robertson** (Santa Monica College), **David K. Scott** (U Mass), **Robert Scott** (Ramapo), and **David L. Warren** (NAICU). … Team participation sent a welcome signal to UNESCO that the United States is finding its way back to membership.

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continued from page 14

New Member Campaign

With every new member, AAHE can expand the depth of its work and increase its impact. You can help by sponsoring new members or recommending AAHE to colleagues. AAHE members are a diverse group of leaders committed to the systemic, long-term improvement of American higher education. Do you know people who fit this description?

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CALENDAR

1998–99 TLT Group "Levers for Change" Workshops.

- Georgia Technical Institute. *November 5–6, 1998.*
- Wake Forest University. *January 21–23, 1999.*

1998 AAHE Conference on Institutional Change. Washington, DC. *November 21–23.*

1999 AAHE Conference on Faculty Roles & Rewards. San Diego, CA. *January 21–24.*

- Early Bird Registration Deadline. *December 11, 1998.*
- Regular Registration Deadline. *January 4, 1998.*

1999 AAHE National Conference on Higher Education. Washington, DC. *March 20–24.*

1999 AAHE Assessment Conference. Denver, CO. *June 13–16.*

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Vol. 51 No. 4 • December 1998

AAHE Bulletin

A Publication of the
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Key Indicators

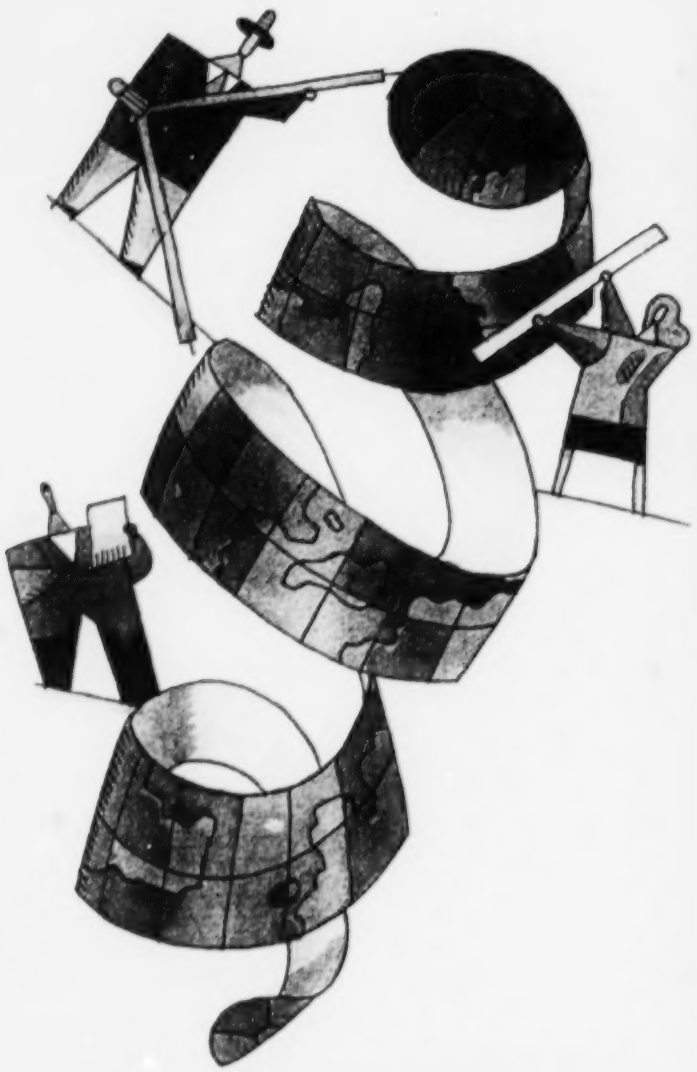
Taking a measurement of institutional performance.

The 9-Hour Course

Truth in advertising?

Discourse Communities

Visible conversations about teaching and learning.



Also in this issue:

- **AAHE News**
- **Conferences**
- **Bulletin Board**
  by Ted Marchese

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Institutional Performance Measures

by Susan West Engelkemeyer

Assume for a moment that you are the president of your college or university. Inexplicably, you fall into a coma and awaken five years later. Your immediate concern is how the institution fared in your absence. Your physician, mindful about overburdening you in your early recovery, demands that you receive only 10 pieces of information. What would you ask for?

Susan West Engelkemeyer is director of Quality Initiatives at AAHE and assistant professor of management at Babson College. Email her at engelkemeyer@babson.edu.

Many of our institutions need a comprehensive set of indicators — key measures — to effectively monitor institutional performance and ensure future success. What are the vital few measures that are the essential performance indicators? What would ensure that one area of performance would not be enhanced to the detriment of another? Are our institutions heading in the direction that our vision and mission statements outline?

Current Measures in Higher Education

There is increasing pressure for more relevancy and accountability in higher education:

- Parents want assurance of an adequate return on their investment;
- Donors demand evidence of good stewardship of resources;
- Employers demand graduates who can be successful in today's ever-changing, team-based, global environment;
- Graduate schools expect students to have sufficient research and analytical skills;
- And the list goes on.

Higher education has traditionally relied on input measures like SAT scores or proportion of faculty with doctorate degrees, with some attention also given to output or financial measures, such as employment data or annual giving. However, these measures provide an incomplete (and often inaccurate) picture of the performance of colleges and universities.

According to research published by Trudy Banta and Victor Borden in the summer 1994 issue of *New Directions for Institutional Research*, true performance indicators should "derive their significance from their ability to link outcomes both with purposes and with processes." They also claim "academics have not been able to identify indicators that would satisfy the twin purposes of accountability and improvement." Yet performance indicators are a means to operationally define institutional mission and goals and to monitor progress toward their achievement. Perhaps James Honan provides the best summary of measurement initiatives in higher education. He writes in *AGB Priorities* (fall 1995) that "a primary problem with indicators as used by many institutions and boards is that they are not selected with a view to what actually matters to the long-term well-being of the institution."

Our colleges and universities are developing performance indicators; however, a strategic link to mission and vision is often not readily apparent in these measures. Perhaps it is because higher education institutions have historically tried to be all things to all people and have not carefully focused their programs, resources, and energies. However, as education strives harder to meet the demands of accountability, reasonable price, and proof of value, more

institutions will be forced to make tough decisions on low-enrolling and nonstrategic programs and services: If we continue to try to serve all, we may end up with no one to serve.

To link the measurement system to key institutional objectives and ensure organizational alignment, performance measures should be derived from institutional strategy and cascaded through the organization. The "Strategy-Based Key Performance Measures" diagram below shows how institutional strategy can be translated into key measures at all levels of the organization.

STRATEGY-BASED KEY PERFORMANCE MEASURES

The development of key measures begins with the vision and mission of the institution. These, in turn, help define the institutional strategy and strategic objectives. Three levels of key measures cascade from the strategic objectives. Although linked, the three sets of measures differ in scope and level of detail. Lower levels determine appropriate measures that link to and indicate progress toward the higher-level objectives and measures. Measures become more specific as one moves deeper into the organization.

Critical success factors at the institutional level are those most directly linked to strategy. These are the things that a college or university must do well for its strategy to succeed. These measures may be hard to quantify and are not necessarily linked directly to any particular process in the organization. Measures at this level indicate general areas where problems may be occurring and provide guidance on where to consider improvement. However, the measures are too abstract or aggregate in most cases to provide root-cause information. What they do provide is important information on areas of the institution that are performing well and areas that are underperforming. These Level 1 measures are the thermometer of an organization. An abnormally high or low reading indicates a potential problem, and only by moving down in the organization are the root cause and subsequent fix found. Michael Dolence and Donald Norris state that the institutional key performance indicators are the "important, campus-wide measures of student quality and progress, institutional size, resources, and desired institutional outcomes" (*New Directions for Institutional Research*, summer 1994). They suggest 20–30 measures at this level.

Key process/division/departmental (Level 2) measures are derived from the objectives and measures for Level 1. These measures are focused on the key processes or departments that directly impact the critical success factors. Process measures monitor the tasks and activities throughout the institution that produce a given result — they focus on "how."

The data collected at the work-group level (Level 3) generally flow from middle-level objectives and measures and often are direct measures. The data collected at the work-group level feed into and inform higher-level measures. The "Strategy-Based Key Performance Measures" diagram shows that objectives and measures cascade down, and that data and information roll up.

I will use my institution, Babson College, to give an example of cascaded and linked measures. Babson is a private school specializing in business. Our mission is to be an international leader in management education. In order to realize our mission in our undergraduate program, we must recruit high-quality students who are interested in business and capable of succeeding in our highly integrated, experiential program. A critical measure at the institutional level is "admission rating," which includes a variety of factors in addition to SAT scores and high school rank. A related second-level measure would be the number of visits made by admissions counselors to targeted geographic areas that are known to contain a high proportion of prospective students who meet our targeted profile. Third-level measures might include the number and profile of students who attend informational open houses at the college.

Guidelines for Developing Key Measures

What	*Why*
Involve those being measured in the development process.	Facilitates acceptance and use of the measures.
Clearly communicate that measures are performed for continuous improvement.	Assures employees that measures will not be used to assign blame for poor performance.
Pilot test the measures.	Identifies gaps or overlaps in data, as well as measures that don't adequately inform decision making.
Limit the number of institutional-level key measures to 20–30.	Focuses attention on the most important campus-wide, strategic indicators.

The Balanced Scorecard

A discussion of a balanced set of measures is not yet prevalent in higher education. The "Balanced Scorecard" concept (see box at right), developed by Robert Kaplan and David Norton, suggests specific categories within which measures should be developed. Those categories are *financial, internal processes, customer,* and *innovation and learning*. What institutional measures should each category include?

Measures in higher education continue to be largely financial and input measures. However, some institutions are beginning to monitor key process data and student/stakeholder satisfaction. Following is a summary of higher education's current status in the four Balanced Scorecard areas:

- *Financial* — a large proportion of measures tend to be financial; a limited number measure the return on investment in various academic areas or demonstrate effective stewardship of institutional resources.
- *Internal processes* — there is some evidence of process measures, although it is not apparent that key processes are identified and that the measures are developed from strategic goals or critical success factors.
- *Customer (students and stakeholders)* — very few measures of student and stakeholder needs, expectations, and satisfaction exist.
- *Innovation and learning* — there is virtually no evidence of measures that indicate how institutions are providing increasing levels of value in their products and services or attaining higher levels of efficiency through process improvements. Evidence of continual innovation in academic areas is virtually nonexistent. This area may be the most critical to the long-term relevance and affordability of higher education.

Higher education is being pressed to provide higher quality at lower costs; it is increasingly difficult for students and their families to afford the escalating price of a college degree. Yet some argue that higher education exists for a higher purpose and should not be accountable to the bottom line. Most higher education organizations are not-for-profit, and such organizations utilize their revenue in support of their purpose, education. A regular review of the return on an investment in education is not only reasonable but the least that students and their families can expect.

Higher education is missing the opportunity to link outcomes with mission, vision, and strategic goals, and with the processes that deliver on them. This missing link inhibits improvement. It also prohibits higher education from deciding what should be done with "non-key" processes. The obvious questions are: Should some non-key processes be eliminated in order to redeploy scarce resources to more strategically linked processes? What non-key processes are candidates for outsourcing to simultaneously reduce costs and focus our energy and attention on key areas?

Key performance measures should be used as a means to operationalize institutional goals and objectives and monitor progress toward attainment. Without key measures, how can our colleges and universities ever prove they deliver on their missions?

Key Measures at Babson College

Historically, multiple measures of performance have been collected at Babson. Until recently, performance measures have not been coordinated, displayed with trend and comparative data, or systematically used for analysis, decision making, and priority setting. The historical set of measures were not integrated and aggregated to effectively measure and monitor institutional performance. In addition, some relevant and important measures were missing or were not clearly linked to Babson's strategic goals. This became apparent during our preparation for the Malcolm Baldrige National Quality Award 1995–Education Pilot application. Through the self-assessment that occurs naturally with application preparation, it became apparent that there were gaps in the collection of data that would support strategic goals and insufficient trend and comparative data for decision making.

On the basis of a literature review, interviews with key process owners throughout the college, and working sessions with major college divisions, a set of 78 key measures was proposed. The set was intended to be an exhaustive list of

The Balanced Scorecard

Scorecard Category	*Questions to Consider*
Financial	What accountability measures support effective stewardship of grants and funding? What are indicators of efficient administrative processes? Value-added academic programs?
Internal Processes	At what must we excel — in academic as well as administrative areas? What processes are critical to the institution's strategic goals? Are we measuring these processes in terms important to our stakeholders?
Customer (Students and Stakeholders)	What are student and stakeholder needs and expectations? Student outcomes measures? Indicators of stakeholder satisfaction?
Innovation and Learning	How do we demonstrate innovation in academic areas and continuous improvement in administrative areas? What are indicators of organizational learning?

Adapted from "Using the Balanced Scorecard as a Strategic Management System," Harvard Business Review, Jan/Feb 1996.

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potential key institutional performance measures. At a Cabinet retreat (the Cabinet consists of all the direct reports to the president), the list was reviewed to determine other possible measures and to reduce the list to a concise yet complete set of key measures. Each Cabinet member was asked to rate each of the measures in order of importance to mission attainment, strategic plans, and institutional effectiveness. Weighted rankings were then used to narrow the list of potential institutional-level performance measures. This second round contained 62 measures.

To reduce the list even further, Cabinet members were asked to assume they had been named acting president. As the new president, they were permitted 10 pieces of data and information to judge the overall health of the organization. They were asked to rank the top 10. After ranking and discussing, during which additional items were included, a tentative (pilot) list of key measures emerged (see "Pilot Measures for Babson College" below).

Five-year trend graphs are being developed for all the measures where the data is already available; data will be collected for the others. The President's Cabinet has been reviewing the pilot measures to determine whether the set is fully linked to strategic goals, adequately balanced, and effective for priority setting, decision making, and evaluation of the college's performance. At the same time, the high-level key measures are being unbundled and mapped to key processes and work groups. Over time a core set of measures will be established, and others will come and go depending on the changing needs and strategies of the college. I expect it will take at least another year to fully operationalize the process — which is three years from initiation. A case study found that it took 26 months for one company to have a fully implemented performance-measurement system that was linked to the organization's compensation system.

At Babson, it is hoped that implementation of key performance measures will facilitate:

- the ability to prioritize areas for concentration and improvement;
- the ability to measure progress against mission attainment;
- a measure of the value of a Babson education;
- crossfunctional measures that enable an institutional focus and perspective across the college; and
- management by fact.

Our set of 44 institutional-level measures violates the rule of having a "vital few measures" at the highest level to facilitate focus. However, I think once the measures have been pilot tested and we gain more confidence in the measurement system, many of the measures that are currently at Level 1 will drop to Level 2. In addition, we are likely to find that some measures are redundant or do not yield information for improvement and decision making.

The measures I've presented here are specific to the culture, vision, mission, and strategic goals of Babson College. The organization of our measures along three major lines (undergraduate, MBA, and Executive Education) is also something that made sense given the size and organizational structure of Babson. The set of measures derived for your institution may or may not be similar to ours in either form or substance — each institution has its own culture and goals that will drive institution-specific measures. Most important is that your institution's measures reflect who you are, where you are now, where you are going, and how you will get there.

Pilot Measures for Babson College

Undergraduate Students:
- number of applications
- acceptance rate (%)
- yield rate (%)
- admission rating

Undergraduate Program:
- learning outcomes/competence development
- retention rate
- percentage of students who graduate within five years
- full-time faculty–student ratio
- financial aid dollars per student (average)
- percentage of students employed six months out
- alumni satisfaction with curriculum/programs as preparation for career
- percentage of eligible students receiving financial aid
- percentage of total students receiving financial aid
- student satisfaction (overall)
- percentage of AHANA (African American, Hispanic, Asian American, or Native American students)

School of Executive Education:
- learning outcomes (application and performance improvement)
- number of training days
- new business (by category)
- program contribution (by category)
- client satisfaction

MBA Students:
- GMAT score
- work experience (years)
- number of applications
- acceptance rate (%)
- yield rate (%)

F.W. Olin Graduate School:
- learning outcomes
- full-time faculty–student ratio
- percentage of students employed three and six months out
- alumni satisfaction with curriculum/programs as preparation for career
- starting salaries
- enrollment by program
- student satisfaction (overall)
- percentage of AHANA

Babson College (as a whole):
- employee satisfaction
- annual giving — total dollars
- percentage of alumni giving annually
- total gifts received (in dollars)
- employer satisfaction
- endowment
- total annual revenue on endowment
- endowment per student
- percentage of credit hours taught by full-time faculty
- payroll cost per credit hour
- contribution per program

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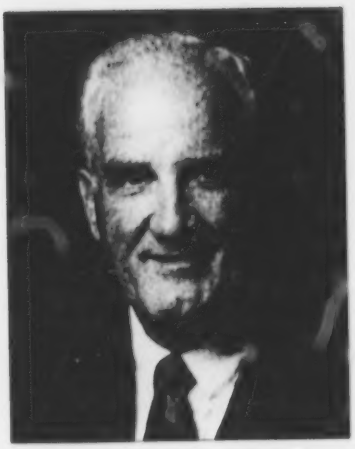
Why don't we tell it like it is?

The Case for the **Nine-Hour Course**



by Earl L. Conn

I want to make the case for reidentifying three-hour courses as nine-hour courses. My recommendation changes nothing about the courses or about faculty loads. However, it changes everyone's way of thinking.

My recommendation is simple: Since it is commonly agreed that both professors and students need to spend at least two hours outside the classroom for every hour in class, we already recognize the time commitment in measuring what constitutes courses and loads. Under my plan, one week of a course becomes a nine-hour commitment rather than a three-hour commitment. The professor and student typical load for the week becomes not 12 or 15 hours but 36 or 45 hours.

Think of the impact on:

- Students' understanding of their time commitment to their studies.
- Professors' views of their responsibility for the learning process.
- State legislators and boards of trustees and their perceptions of the faculty workweek.
- The same for the general public.

For the student, the course time expectation for the typical five-course load would be thought of in terms of 45 hours a week rather than 15. The student begins any planning for the week with the realization that 45 hours already are committed. That's 45 hours unavailable for anything else. If the student decides to hold down a job or make other uses of time, that's okay. But those hours must be built on top of the 45 hours already assigned. A full-time job! Now we're up to 85 hours a week or more plus all other needs — eating, sleeping, entertainment/recreation, travel, and so forth. How wise is this decision?

My course designation would also have an impact on the part-time, adult student. That student, too, needs to realize that one course is a commitment of nine hours. Two courses? Fine, but the time involved now is 18 hours, almost half a workweek. This look at courses is meant not to discourage but rather to be realistic.

Obviously, students must be convinced that the nine-hour course and the 45-hour academic workweek are, in fact, real time and serious. They cannot be merely paper expectations. For starters, I suggest that the three-hour course never be mentioned again — not in catalogs, literature, syllabi, or anywhere. Students, from the time they apply for admission, should hear only about nine-hour courses. True, only three hours are spent actually in a classroom. However, that figure by itself has no relevance. The relationship of the student to the professor should be nine hours. The work should be nine hours. Equally, or

perhaps even more importantly, students must hear from advanced students that nine-hour courses really are nine-hour courses. They must be the actual student experience.

I could also argue that referring to courses as nine hours rather than three is truth in advertising. We tell prospective students they will be taking 15 hours and, too frequently, stop there. No, they're responsible not for just 15 hours but for 45 hours. Better to be up front and truthful about the commitment.

Someone might argue that the student is not truly working nine hours; only the hours actually spent in the classroom really count. But is that the standard compared with other work? Other schedules recognize time apart from the work site — getting your tools ready, repairing equipment, gathering information. It isn't the world that has locked us into thinking only the hours in class count; we did it ourselves and convinced the world.

I've shared the nine-hour concept with a number of colleagues. Some have given me a bemused look and said little. Others listen politely, basically agree, but never expect anything to happen. But professor Thomas R. Duncan of the University of Colorado School of Journalism and Mass Communication immediately grasped the concept and added to it.

The two models, three hours and nine hours, are like production and consumer models, he commented. The professoriate considers the production of the three-hour course but too often fails to include everything that goes into the total package. The student, the consumer, is not interested in simply what's involved in production; the student wants to know what is received as a consumer. What's involved, of course, is a commitment of nine hours, not three.

The other great advantage for the student — perhaps most important of all — is that an understanding of the actual workload commitment can go a long way toward solving the freshman student's greatest dilemma. Time management often poses an enormous problem, especially for matriculating students. It's too easy for them to think of being responsible only for 15 hours a week. What will the student do with all that other time? But if the student understood this commitment to be 45 hours, the week is seen an entirely different way.

How long would it take for the nine-hour course culture to take hold for students? I have no proof, but my experience is that student perceptions can change quickly. Possibly no place else in society is change so rapidly possible as on a campus, probably because of the annual turnover of a large part of its population.

One example is when our university shifted from quarters to semesters. Oh, the anguish that was expected! In fact, so far as I know, there was none. Students a few years later didn't even know our campus had ever been on the quarter system. Is it possible that students could come to believe the university always was on the nine-hour course system?

If the nine-hour course represents an actual change for anyone, in all honesty it may be for the professor. The professor now must think of an involvement in the learning process beyond the three hours in class. Certainly this always has been the case for professors who have thought critically about the other six hours. How should the student spend this time? What are the educational tasks and goals for these six hours? If these six hours are seen as a logical extension of the classroom experience, very quickly the professor becomes accustomed to thinking of a nine-hour time block.

I tried my concept with a recent graduate class. I must confess the students at first were skeptical. On my part, I immediately found myself considering and being responsible for the whole nine hours. It made my assignments different; it made my expectations different; it made my view of the classroom different. I expected more and better work. I saw myself as a team member, working with my students in those other six hours. Their learning goals in those hours clearly became my responsibility, too. I reconsidered my own use of those other six hours. Did this approach require more of my time? Probably some, but, reflecting on the semester, it was a professionally satisfying use of that time.

Also, think of the potential impact on state legislators and boards. What's historically been the biggest criticism — voiced or not — about faculties? Workloads. "Those professors have a 12-hour workweek and still they're not happy" is the complaint, often laced with more salty language. You can explain until doomsday that 12 hours in class is not all the professor does. But no matter: The only thing remembered is working 12 hours compared with the usual 40-hour week. Somehow, everything else about what professors do just blurs away.

However, what if "12-hour load" became a nonterm? Rather, the faculty load would be 36 hours a week for courses in addition to research and service. Admittedly, such an understanding would take time and effort. First steps probably would be met with charges of spin doctoring and chicanery. The best way to present it would be to say we have been reporting loads using an outmoded arrangement inherited from Europe; now we are modernizing our system to report real time.

Which school will be the first to tell it like it is and offer nine-hour courses?

Earl L. Conn was founding dean of the College of Communication, Information, and Media at Ball State University. He became dean emeritus in July and continues to teach and write. Reach him in the Department of Journalism, Ball State University, Muncie, IN 47306.

Fostering a Discourse Community

Part One of Campus Conversations

by Barbara Cambridge

"A scholarship of teaching will entail a public account of some or all of the full act of teaching — vision, design, enactment, outcomes, and analysis — in a manner susceptible to critical review by the teacher's professional peers, and amenable to productive employment in future work by members of that same community."

Lee S. Shulman
The Course Portfolio (1999, AAHE)

Excitement about the Carnegie Teaching Academy Campus Program has been building since its announcement in the February 1998 *AAHE Bulletin* and subsequent description in a widely circulated Campus Program booklet. Campuses registering for the Campus Program are heeding Lee Shulman's call for making teaching public, open to review, and contributive to our knowledge base about teaching and learning. With new campuses enrolling in the program all the time, we have already learned from the first level of activities ways in which campuses are fostering cultures that support scholarly teaching.

The Campus Program recognizes that many campuses are intrigued by new ideas about teaching as scholarly work and by new practices that enact those ideas. To help campuses build on and implement these ideas and practices is the aim of the program. Campuses will work singly and together (see "Program Overview" on page 10) to support teaching as a process involving design, interactions, outcomes, and analysis, all essential features of scholarly teaching.

Coming to Terms

"Campus Conversations," the first level of participation in the Campus Program, encourages campuses to begin by fostering "discourse communities" in which faculty can talk and work together as reflective educators. Faculty members know the language, epistemology, research, and dissemination practices accepted by disciplinary colleagues. Few faculty members, however, consciously operate in a discourse community of scholarly teachers. The Campus Program promotes the creation of discourse communities of scholarly teachers on individual campuses and a national context for practicing the scholarship of teaching.

The Campus Program begins with a consideration of language by encouraging campuses to contemplate a draft definition of *the scholarship of teaching*: "The scholarship of teaching is problem posing about an issue of teaching or learning, study of the problem through methods appropriate to disciplinary epistemologies, application of results to practice, communication of results, self-reflection, and peer review." In part one of the program, you and your colleagues are invited to engage in a campus-wide discussion to revise this definition into one that fits your campus context. The point is that a foundational definition offers common language for development of the scholarship of teaching on a campus. David Laurence from the Modern Language Association speaks to the need for a shared set of terms: "A

faculty leader in MLA explained at one of our meetings that although faculty have an elaborate set of terms to talk about curricular and education content, when the topic turns to teaching per se, their vocabulary tends to be undeveloped and impoverished." Certainly, the work on campuses will not stop with common vocabulary, but discourse communities can't function well without understanding what they mean by the language they use.

Program Overview

The Carnegie Teaching Academy, funded by the Carnegie Foundation for the Advancement of Teaching and the Pew Charitable Trusts, is a five-year effort to create a scholarship of teaching and learning:

- **Pew Scholars** — one-year fellowships for 122 outstanding faculty to invent and share new models of teaching as scholarly work
- **Work with scholarly societies** — various collaborative strategies, including small grants
- **Campus Program** (coordinated by AAHE) — campuses make public commitments to new models of teaching as scholarly work
  - Level 1: "Campus Conversations" — in part one, a campus discusses a draft definition of *scholarship of teaching* and identifies barriers/supports to enactment; then, in part two, it initiates an inquiry group to take action on a specific campus teaching issue
  - Level 2: Community of Campuses — selected campuses completing Level 1 undertake activities together
  - Level 3: Affiliates — selected Level 2 campuses formally affiliate with the Carnegie Teaching Academy, becoming eligible for grants, consulting, and national recognition

A booklet describing the Campus Program is available on AAHE's website, www.aahe.org, or from AAHE program manager Teresa E. Antonucci, tantonucci@aahe.org, 202/293-6440. A list of registered campuses, with detailed information about their Campus Conversations processes, is also posted to the website. A booklet on the Pew Scholars program of the Carnegie Teaching Academy is available by contacting Laurie Milford, lmilford@uwyo.edu, 307/766-4851.

Key terms that emerge as significant for campuses learning to talk about the scholarship of teaching will be featured in reports in part two of Campus Conversations, in which campuses study and act on a particular issue of teaching and learning important to their campus. A lexicon of mutually understood terms, open to evolving definition, will contribute to establishing a discourse community about scholarly teaching.

Starting the Conversation

Campuses participating in Campus Conversations are employing a variety of approaches; however, all have in common strategies to include multiple voices, signal institutional support, and situate the conversation in a visible campus structure.

Each college and university registered in the Campus Program recognizes the importance of multiple voices in its campus-level work. For example, George Mason University's initial activities include student services staff, librarians, teaching award winners, deans, directors, and professional technical support staff. Recognizing the importance of future faculty, the University of Northern Colorado includes graduate students in its defining and stocktaking. Birmingham-Southern College has four undergraduate students in each of its three topic discussion groups. Messiah College calls its working group the "Community of Educators" and includes "all curricular and co-curricular educators and administrators." Foothill College hired a new faculty member with K-12 experience to coordinate scholarly work on teaching among elementary, middle, high school, and college faculty in all disciplines.

Faculty and staff members are central voices in these conversations; nonetheless, institutional support signaled by college and university leaders strengthens the campus work. These leaders may be in administrative roles, head centers for teaching and learning, or chair campus committees. For example, as part of his upcoming inauguration, the new president of SUNY-Potsdam is holding a retreat focusing on the scholarship of teaching. The president of Hunter College is forming the Steering Committee for Campus Conversations and will use the president's webpage to encourage dialogue. On other campuses, persons recognized for their commitment to teaching and learning are taking the lead. At Youngstown State University, Arts and Sciences Master Teachers, 20 faculty nominated by peers and representing every department in the college, will design campus activity. At Buffalo State College, the Teaching, Learning, and Assessment Center Advisory Board comprising representatives from all faculties, the library, professional staff, college governance body, and the writing-across-the-curriculum program will coordinate efforts.

For a sustained existence, a discourse community needs leaders, some of whom start the work and others of whom provide continuing leadership. Leaders are situating Campus Conversations in existing structures and in new ones. The University of Notre Dame will use "regular campus governance networks so that the enterprise is an integral part of campus life and thought, not a special 'add-on.'" Building on its fruitful history of an annual conference on teaching and the hosting of the Lilly Conference on Teaching and

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Learning-Atlantic, Towson State University will concentrate this year's campus-wide event on the variety of scholarly work by faculty. On the other hand, the University of Nevada-Las Vegas has begun a new Teaching-Learning Center, which will be the focus for its conversation. Indiana State will create new discussion groups but will invite participation from faculty members who have worked in the Course Transformation Academy and other campus centers.

Centering on Student Learning

Definitions of *the scholarship of teaching* will evolve, but it is difficult to imagine a definition that will not make student learning central to the enterprise. The theme of learning is emerging in the work of campuses in the Campus Program. For example, three discussion groups at Birmingham-Southern are focusing on moral and civic imagination, cross-cultural experience, and discovery and creativity, examining how the scholarship of teaching can contribute to these learning goals. Educators at the University of South Carolina Spartanburg are motivated to examine the scholarship of teaching after participation in workshops on critical thinking as part of their general-education reform. Instructional teams at IUPUI that have conducted seminars for first-year students are using their knowledge about novice learners for a "grounded scholarship of teaching activity."

Disciplinary and professional associations play a crucial role in bringing to these Campus Conversations what their members know about teaching and learning in their own disciplines. The American Psychological Association, for instance, has inaugurated the "Psychology Partnerships Project: Academic Partnerships to Meet the Teaching and Learning Needs of the 21st Century." According to Jill Reich, executive director of the APA Education Directorate, this infrastructure brings together psychology teachers in high schools, two-year colleges, four-year colleges, and graduate schools to share their knowledge about student learning to improve teaching and learning. One challenge for the Carnegie Teaching Academy is to make connections with other initiatives.

Of course, the scholarship of teaching is not only about student learning; it is about teacher learning. Because faculty members, like their students, learn in different ways, campuses are employing a combination of face-to-face, textual, and online activities in their Campus Conversations. Recognizing that faculty identify with their disciplines, Buffalo State is holding panel discussions to "explore the impact of various disciplinary pedagogies on single teaching issues" and providing mini grants for projects that "further the discussion/knowledge/research on the scholarship of teaching." To begin its Campus Conversation, Willamette

Three Campuses Take Action

Xavier University of Louisiana continues its earlier initiatives to make teaching "community property" through teaching circles and teaching portfolios. As part of the AAHE Peer Review of Teaching project, Xavier established a goal of creating "a cultur of teaching that is critically examined using research principles — e.g., it is made public, discussed, examined, improved, and rewarded." During a recent institute, faculty tackled questions such as "Will a focus on the scholarship of teaching change what is expected of faculty?" and "What criteria will be employed to peer review the scholarship of teaching and learning?" The vice president of academic affairs has subsequently requested that disciplines define what is meant by "the scholarship of teaching."

With this background in place, all Xavier faculty have been invited to participat in part one of the Campus Program. The university's Center for the Advancement of Teaching will facilitate that work. A report will be issued by April 1999 defining actio steps that build on the work and discussion.

Contact: Todd Stanislav, 504/483-7512, tstanisl@xula.edu

Faculty at **Middlesex Community College** will form a community of practice to investigate ways to promote a scholarship of teaching. Provost Charmian Sperling writes in a letter of invitation to faculty, "To date, pragmatism and practical applicati of research findings have characterized many of our efforts to improve teaching and learning. This project represents a formal opportunity to explore the underpinnings and theoretical bases of many of the pedagogies we embrace . . . circling back to better understand the whys and why nots of our practice."

Eight faculty members, including Pew Scholar Donna Duffy, will receive a one-course release time during each semester of the 1998–99 year and technology assistance for the project. The faculty members will:

- research teaching and learning approaches, including Web-based learning, service-learning, and interdisciplinary curriculum design;
- participate in biweekly meetings with colleagues;
- contribute to a publication that reflects their work during the year; and
- collaborate to design a system to support the scholarship of teaching on campus.

Contact: Charmian Sperling, 781/280-3566, sperlingc@middlesex.cc.ma.us

The Sheridan Center, the primary vehicle for **Brown University**'s participation, me three important needs faced by campuses in developing teaching as scholarly work: visible, physical center as an organizational focus for activities; support for faculty through materials, expertise, programming, and small grants; and facilitation of dis-cussion and planning about issues identified by faculty as central to their work.

Formulated during a conference on reflective practice and by ideas from depar mental visits, four issues drive Brown's discussion: (1) Which factors militate against and which support investments in teaching? (2) How can the private space of teachin be respected as teaching is made public? (3) How do professional-development experiences at the campus level coordinate with departmental- and personal-development efforts? and (4) What structural connection between the Sheridan Cent the faculty, and the administration best supports teaching? The Sheridan Center staff has inaugurated a series of four Faculty Teaching seminars to address faculty concerns about teaching.

According to administrative director Rebecca More, the work on the scholarshi of teaching at the Sheridan Center is "an organic, grass-roots endeavor." The staff is supporting an extensive network of graduate student and faculty teaching liaisons across the university to identify and represent the pedagogical needs of their depart mental colleagues. Brown wants the broadest possible constituency, so that the scholarship of teaching becomes an integral part of the pedagogical ethos of the university.

Contact: Rebecca Sherrill More, 401/863-1219, Sheridan-Center.stg.brown.ed

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University is using campus faculty meetings. Some campuses are collecting printed materials to spur discussion. After a literature search, Georgia College & State University has assembled and distributed articles and other materials on the scholarship of teaching. George Mason University will conduct a series of reading seminars to foreground significant issues.

Technology is playing a central role in both doing and disseminating the work of Campus Conversations. Individual campuses are relying on listservs and websites for communication among participants. At Western Washington University, for instance, a core group of faculty are using MeetingWare software to discuss questions posed in the Campus Program materials. From these computer-facilitated discussions will come a white paper electronically posted for wide campus response. Using WebBoard, Western's Center for Instructional Innovation will monitor and abstract the threaded campus-wide dialogue, culminating in a summary report in preparation for study and action in part two of Campus Conversations.

Learning as We Go

The Carnegie Teaching Academy fosters communities of scholars whose work will advance the profession of teaching and deepen the learning of students. Mary Taylor Huber, an anthropologist and senior scholar at the Carnegie Foundation, will explore the growth of these communities on campus and in the disciplines through collaborative fieldwork with colleagues at selected colleges and universities of different types. These ethnographies will inventory current practice by asking where, when, how, why, and by whom teaching and learning are talked about, inquired into, worked at, documented, reviewed, and rewarded.

The goals of this research are to explore the idea of "cultures of teaching" and to develop a protocol that may be helpful to campuses trying to advance and evaluate a scholarship of teaching.

Advancing to Action

One provost we heard from indicated that having a nationally motivated occasion for a focused Campus Conversation on scholarly teaching would be a significant advance on his campus. In his words, "The discussion process itself is an important activity." Another campus leader, on the other hand, is eager to move from stocktaking to study and action: "We have talked about the scholarship of teaching before, but we'll be making real progress when we live it." In fact, institutions such as Brown University, Middlesex Community College, and Xavier University of Louisiana (see "Three Campuses Take Action" on page 11) are already immersed in multiple activities to support their scholarly teachers.

A number of campuses have set goals for activities they will pursue in a next stage of work. As a short-term goal, the University of Notre Dame will create a Campus Inquiry Group to study and act on an issue identified through broad campus consensus in Campus Conversations part one. In other words, part one creates the environment to be able to do part two. As a long-term goal, Towson State University reports, "Our ultimate goal is to base promotion, tenure, and merit decisions on clearly defined criteria for scholarly productivity. Participation in the Campus Program will allow us to accomplish these objectives."

Looking Forward

Next steps in the Campus Program include the development of ways for you to be in touch with others about your work. A database will help campuses to share and find information about the activities of other participants. A Colloquium on Campus Conversations at the upcoming AAHE National Conference on Higher Education will offer sessions on the projects of Pew Scholars; the disciplinary society initiatives concerning reflective teaching; and the reports from campuses on their defining, stocktaking, and action plans. (The conference takes place March 20–23 in Washington, DC. Look for details in next month's *AAHE Bulletin* or online at www.aahe.org.)

Your campus is invited to join the Campus Program at any time and at a pace that makes sense. Please join us in this exciting work.

Barbara Cambridge is director of AAHE's Teaching Initiatives. She thanks Pat Hutchings, who leads the Carnegie Teaching Academy, Carnegie Foundation for the Advancement of Teaching, for her many contributions to this article.

AAHE News

Upcoming Conference on Faculty

January 4 is the deadline to preregister for the **Seventh AAHE Conference on Faculty Roles & Rewards,** "The Academic Calling: Changing Commitments and Complexities," which takes place January 21–24 in San Diego. You may still register after January 4th on-site, but you'll pay a $30 late fee.

The meeting agenda includes keynoter **Diana ChapmanWalsh,** president of Wellesley College, and plenary speakers **Randy Bass** (Georgetown), **Mary Walshok** (UCSD), **Michael Schudson** (UCSD), **Dan Yankelovich** (The Public Agenda), and **Blenda Wilson** (CSU-Northridge). The program also includes 30+ hands-on preconference workshops, 60+ concurrent sessions, 30 program briefings (reporting out exemplary programs on individual campuses), six major sessions, and 30+ breakfast roundtable sessions.

Register early — last year's workshops and special events filled up quickly. The conference preview, including registration and hotel information, was mailed in early November; if you need a copy, contact Pamela Bender (x56), program manager, aaheffrr@aahe.org; or visit AAHE's website.

New Books From AAHE

Course portfolios are a powerful tool because they focus not only on teacher practice but on student learning. ***The Course Portfolio*** (1999, 132pp) focuses on the unfolding of a single course, from conception to results. This volume covers defining features and functions, steps in development, audiences and occasions for use, and the course portfolio's place in the development of a scholarship of teaching and learning. Nine case studies and an annotated resource list are included. *Edited by Pat Hutchings, with an introductory chapter by Lee S. Shulman. Single copy: AAHE members $22, nonmembers $28, plus shipping. Item #TI9901.*

Architecture for Change: Information as Foundation (1998, approx 80pp) reproduces seven valuable speeches from the 1998 AAHE Assessment Conference. Bruce M. Alberts (National Academy of Science), Judith Eaton (CHEA), Sue Rohan (Baldrige), and others discuss assessment for improvement and accountability, faculty's role in accreditation, invigorating learning, assessment methods, and communication of outcomes. *Single copy: AAHE members $10, nonmembers $12, plus shipping. Item #AS9801.*

Professional service and outreach won't get the respect and reward accorded other forms of scholarship until it can be documented and reviewed by peers. ***Making Outreach Visible: A Workbook on Documenting Professional Service and Outreach*** (forthcoming, approx 200pp) reproduces prototype portfolios compiled by faculty participating in a W.K. Kellogg Foundation–funded project. Chapters present rationale, lessons learned, good practice, administrator perspective, and a campus action agenda. *Edited by Amy Driscoll and Ernest Lynton. Single copy: AAHE members $16, nonmembers $19, plus shipping. Available in January. Item #FR9901.*

Contact the Publications Order Desk (x11), pubs@aahe.org, to request a catalog or to place an order. Excerpts and tables of contents from selected publications are available on AAHE's website.

January Catalyst Institute

TLT Group: the Teaching, Learning, and Technology Affiliate of AAHE and **Wake Forest University** will co-host a Catalyst Institute for the second year at Wake Forest. The workshop will be held in Winston-Salem January 21–23, 1999.

Steve Gilbert and **Steve Ehrmann** of the TLT Group and other

• Website: www.aahe.org • Fax/Access: 510/271-8164 • Listserv info: Fax/Access, item 12

experienced workshop leaders from around the nation join Wake Forest leaders to conduct intensive planning sessions for teams of six to 12 individuals from up to 25 colleges. Teams typically include key faculty and staff. Last year several college trustees participated.

Teams can expect to leave this event with the beginnings of strategic plans for advancing teaching effectiveness through the use of technology. Participants enroll in one of eight tracks:

- The Flashlight Project — assessing the impact of technology on teaching and learning
- Teaching, Learning, and Technology Roundtables — focusing institutional resources on improving teaching and learning with technology
- Using computers to improve foreign language instruction
- Establishing a distance-learning program
- Using computers to improve basic writing instruction
- Implementing a Student Technology Assistants program
- Strategic planning for technology
- Models of computer-enhanced learning in the disciplines

Plenary sessions will offer a general perspective and the opportunity to learn about other institutions' plans. Workshops introduce specific strategies for helping an institution (or department or individual) use information technology to improve teaching and learning. Team members participate separately in workshops that best fit their personal needs and interests, with time set aside to regroup as teams to share information and develop questions.

The registration deadline is *January 10, 1999*. For more information about the program, registration, agenda, or workshop leaders contact Kristy Church, church@tltgroup.org, or visit TLT Group's website, www.tltgroup.org.

Institutional Portfolio Project

Teams from the six universities in the **Urban Universities Portfolio Project: Assuring Quality for Multiple Publics** convened at the University of Illinois at Chicago in October to begin discussion of core features of their institutional portfolios. Central to the portfolios is a set of common learning goals and outcomes that all campuses will study and document using assessment results, institutional research data, and other sources.

Learning outcomes that campuses are considering for common documentation include communication skills, capacities for critical thinking and problem solving, a sense of citizenship and civic responsibility, and appreciation for pluralism and diversity. The project's intention is to select outcomes that relate to common components of the universities' urban missions (e.g., promoting diversity and access, providing lifelong educational opportunities, using the urban setting to enhance learning) that cut across departments and programs and reflect the perspectives of both internal and external stakeholders.

One intended result of this work is a definition of learning that is distinct to urban public comprehensive universities. While the learning outcomes under discussion are not uniquely urban, their implementation often is: urban public universities must serve the learning needs of particularly diverse student bodies and, in doing so, have at their disposal an especially rich and varied array of cultural and community resources. The portfolios will show how project institutions take these features of the urban environment into account in their curricula, pedagogical approaches, and learning support structures.

For frequently updated information on the work of the UUPP project, please visit the project website, www.imir.iupui.edu/portfolio.

Plan on Attending

Planning is well under way for the 1999 AAHE Assessment Conference, June 13–16 in Denver. The theme, **"Assessment as Evidence of Learning: Serving Student and Society,"** has spawned innovative and interesting sessions of all kinds. Attendees will return to their campuses with wide-ranging ideas and fresh perspectives on assessment in higher education.

The AAHE staff is working closely with the Denver-based local arrangements committee to make sure you get the flavor of Denver during your stay. Don't miss this conference — it promises to be packed with information that you can use! For more information or to add your name to the AAHE Assessment Forum mailing list, contact senior associate Catherine Wehlburg, cwehlburg@aahe.org, or project assistant Karen Kalla (x21), kallak@aahe.org.

Organizing for Learning

More than 150 workshops, sessions, and special events are being organized for the **1999 AAHE National Conference on Higher Education,** March 20–23 in Washington, DC. This year's theme, "Organizing for Learning," focuses on the interplay of forces driving change in higher education and the new knowledge about how to organize effectively for deep learning. The conference is organized around three theme-related tracks:

- ***Alternative pedagogies and structures*** examines the structural implications of the new pedagogies and teaching technologies — how to organize for deep and durable learning.
- ***Leading the effective institution*** focuses on how institutions can enact their values and missions more effectively and manage themselves strategically.

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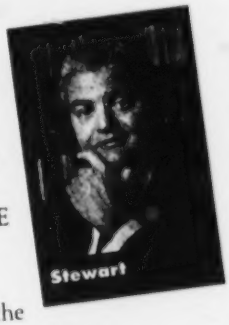
Bulletin Board

Welcome back for news of AAHE members (names in **bold**), plus items of note . . . items to tmarchese@aahe.org.

People


Stewart

College Board president **Donald Stewart** tells his trustees that he'll step down in September, after a dozen years at the helm . . . Don will spend 1999–2000 as a visiting scholar at Harvard's Kennedy School. . . . Effective July 1, AAHE Board chair **Dolores Cross,** GE Distinguished Professor at the CUNY graduate school, takes up the presidency of Atlanta's Morris Brown College. . . . Another favorite Board member, **Leo Lambert** of UW-La Crosse, accepts the presidency of thriving Elon College (of crossword puzzles fame). . . . Exotic career change of the month: **Harold Eickhoff,** long-time president of the College of New Jersey, becomes chief operating officer of Zayed U in the United Arab Emirates . . . CNJ's next president is **Barbara Gitenstein,** arriving from Drake January 2. . . . Penn State's higher-ed center got an admired new director last month, **Fred Volkwein,** arriving from SUNY-Albany. . . . The deans honor one of their own: **Carol Louise Hinds** of Mount Saint Mary's (MD) gets the CIC Deans Institute annual award . . . also honored: NCHEMS's **Peter Ewell,** for his contributions to the field of assessment. . . . **Fred Hechinger,** the long-time *New York Times* education editor who passed away in 1995, was inducted into the EdPress Hall of Fame November 6. . . . And cheers for **Judith Summerfield,** the English professor who led the redesign of the CUNY-Queens freshman program, named New York State Teacher of the Year in the annual Carnegie Foundation awards program.

NERCHE

It was standing-room only November 12 at the John F. Kennedy Library as half of New England (it seemed) turned out for a symposium marking the tenth anniversary of the New England Resource Center for Higher Education. . . . The big news, of course, was that founding director **Zelda Gamson** steps down after the holidays for an extended period of quiet and reflection, co-director **Deborah Hirsch** takes the reins January 1. . . . The symposium itself focused on one of NERCHE's hallmark issues, the university and its community. . . . I copied down this urging from Boston community activist Chuck Collins: "Put at least as much effort into your community partnerships as you put into your links with corporations."

More People

Congratulations and all best wishes to AAHE members named to presidencies this past fall: **Jim Mannoia** (Greenville College), **Antonette Cleveland** (Niagara CC), **Joseph Bukowski** (Belmont Technical), **James Brown** (Southern U at Shreveport), **Lee Hines** (Urban College of Boston), **William Jenkins** (LSU system), **Charlene Nunley** (Montgomery CC in Maryland), **Ellen Hurwitz** (New England), and **Jamienne Studley** (Skidmore).

Newman III?

Newman

A whole generation will remember the debate (and outrage!) that surrounded the two "Newman Reports" in the early '70s. . . . Since then, **Frank Newman** has had a career spanning Stanford, the URI presidency, a stint at Carnegie with **Ernest Boyer,** and, since the mid '80s, the presidency of the Education Commission of the States. . . . Frank plans to stay with ECS but step down from the presidency next summer, returning full-time to higher-ed issues. . . . In Frank's view, an array of new agendas and providers is rapidly transforming the postsecondary landscape, state and federal policy seems oriented toward the past, policy and reality need to catch up with each other, and . . . sounds like a new report to me!

A Personal Note

I'm deeply appreciative to the hundreds of AAHE members who dropped me a line when they heard about my heart attack in September. . . . The good news is that the attack was mild and treatment swift, so damage was slight. . . . I'm already 95–98% recovered. . . . Now my task is to rearrange work and life so this doesn't happen again. . . . One tip: Read more novels. . . . I have a hilarious one for you to read over the holidays, Richard Russo's *Straight Man*. . . . Be well, each of you.

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- ***The competitive environment*** looks at the larger environment of higher education and the competitors, partners, and public policies that institutions will need for success in the future.

The conference is a wonderful opportunity to network with colleagues and get involved in the work of AAHE. A Conference Preview will be mailed to all members in December. Watch for more information on AAHE's website and in next month's *AAHE Bulletin*. Please join us in Washington, DC!

K. Patricia Cross Future Leaders Awards support promising graduate students at AAHE's National Conference on Higher Education. Awards cover travel, lodging, and conference registration (to a maximum of $1,500). Any graduate student planning a career in higher education is eligible, regardless of academic department. Students should demonstrate (1) leadership or leadership potential in teaching and learning, with a strong commitment to academic and civic citizenship, and (2) leadership or leadership potential in developing fellow students as leaders, scholars, and citizens.

The student must be nominated by one faculty member or administrator, with a supporting letter from a second faculty member or administrator. Nominations must include a statement by the student describing how he or she meets the award criteria. Awardees will be announced in late January and recognized at the conference. Mail or fax nominations by *December 18, 1998*, to "K. Patricia Cross Future Leaders Awards Committee," c/o AAHE. For more information contact Kendra LaDuca (x18), kladuca@aahe.org.

CALENDAR

1999 AAHE Conference on Faculty Roles & Rewards. San Diego, CA. January 21–24.

- Early Bird Registration Deadline. *December 11, 1998.*
- Regular Registration Deadline. *January 4, 1999.*

1999 TLT Group "Levers for Change" Workshop.

- Wake Forest University. *January 21–23.*

1999 AAHE National Conference on Higher Education. Washington, DC. March 20–23.

- Special Hotel Rates Deadline. *February 18, 1999.*
- Early Bird Registration Deadline. *February 20, 1999.*

1999 AAHE Summer Academy. Aspen, CO. July 14–18.

- Application Deadline. *April 5, 1999.*

1999 AAHE Assessment Conference. Denver, CO. June 13–16.

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As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education*); and more!

Mail/fax to: AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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Regular: ☐ 1 yr, $105 ☐ 2 yrs, $200 ☐ 3 yrs, $295 Retired: ☐ 1 yr, $55 Student: ☐ 1 yr, $55

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Black: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Hispanic: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Women's: ____ yrs @ $10/yr
Community College Network: ____ yrs @ $10/yr

Name (Dr./Mr./Ms.) _____ ☐ M/☐ F

Position: _____
(if faculty, include discipline)

Institution/Organization _____

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AAHE Bulletin

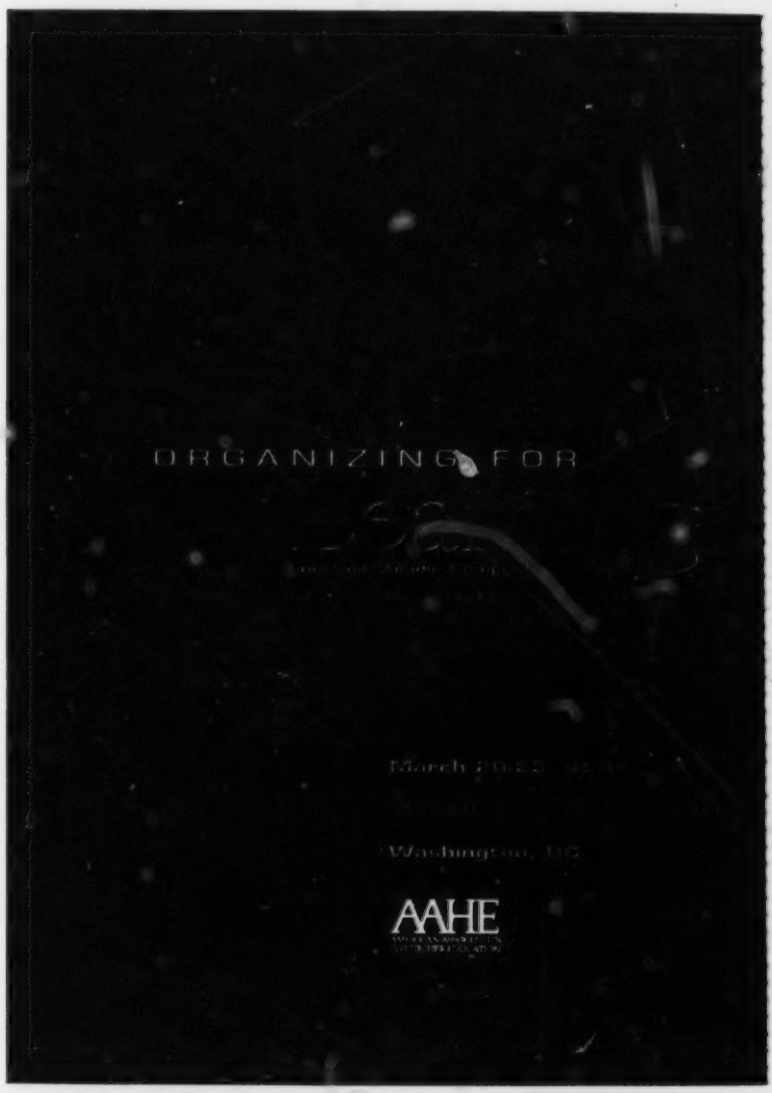
A Publication of the
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

Learning vs. Teaching

George Boggs on what the new paradigm really means.

1999 National Conference on Higher Education

Highlights and an invitation to attend.



Also in this Issue:

- **Schedule at a Glance**
- **Registration Form**
- **AAHE News**

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

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A question of focus.

by George R. Boggs

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Session highlights, workshops, and more.

16 Featured Speakers

Pullout

Registration Form

Early Bird Deadline February 20

A personal invitation to you

AAHE's National Conference on Higher Education provides an opportunity for you to engage in constructive conversations about difficult issues; contribute to the knowledge of a diverse group of leaders committed to the systemic, long-term, cost-effective improvement of American higher education; and articulate an agenda for change.

I hope that you enjoy this issue of the Bulletin *and will join us in Washington, DC, March 20–23, 1999, for what promises to be an exciting and challenging meeting.*

Dolores E. Cross

1998–99 Chair, AAHE Board of Directors, and GE Fund Distinguished Professor of Leadership and Diversity, City University Graduate School, and President-Elect, Morris Brown College, Atlanta

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AAHE*Bulletin*

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What the Learning Paradigm Means for Faculty

by George R. Boggs

The new focus on student learning in higher education promises positive change. First introduced in the early 1990s, the ideas behind this "learning paradigm" or "learning revolution," as some have called it, do not seem to be a passing fad. Articles, books, and even national conferences are bringing more clarity to the tenets of the learning paradigm and how it is being implemented. Yet in these discussions I frequently hear voices of hostility from members of the teaching faculty.

Faculty members are often offended by the language of the learning paradigm. They see a false dichotomy in expressions that seem to pit teaching against learning. They believe that effective teaching causes learning. They constantly strive to improve their teaching, and they schedule extra review sessions and individual appointments to help their students learn. They get their greatest reward when their students learn and when their former students are successful. They change approaches when the students have problems grasping the material. They cannot understand what is really new in this national attention to student learning. Certainly, they do not see something as significant as a paradigm shift.

Some faculty members are concerned about the loss of teacher control advocated by proponents of the learning paradigm. In the traditional "instruction paradigm," teachers are subject-matter experts who dispense and explain information to students, primarily via lectures. In the learning paradigm, students are more in control of their own learning, often learning from peers in small groups. Information is more widely available.

Other faculty members equate a focus on learning with becoming so student centered that academic standards drop. They believe that there is a danger of becoming overly concerned about maintaining student self-esteem to the detriment of preparing students for a "real world" that is complex and not always fair.

An Institutional Perspective

Faculty members who question the ideas of the learning paradigm do not understand that its primary focus is at the institutional level rather than at the individual faculty member level. In fact, their attention to effective teaching in an environment that is sometimes hostile to their new ideas was one of the major factors that led to the proposition that a paradigm shift was needed. It is not an accident that the ideas of the learning paradigm are getting the most attention at institutions that have teaching and learning as primary missions.

There are four important tenets of the learning paradigm. First, the mission of colleges and universities should be student learning rather than teaching or instruction. Second, institutions should accept responsibility for student learning. Third, supporting and promoting student learning should be everyone's job and should guide institutional decisions. Fourth, institutions should judge their effectiveness and be evaluated on student learning outcomes rather than on resources or processes.

Most commonly, the mission statements of colleges and universities set forth the purposes of research, service, and teaching. Rarely, if ever, do mission statements refer to student learning. A 1993 study by Robert Barr, director of institutional research and planning at Palomar College, found no focus on learning in 107 California community colleges' mission statements. In the few

instances when the word was used, it was almost always bundled in the phrase "teaching and learning."

Traditionally in higher education the student is responsible for learning. The institution is responsible merely for establishing curricular standards and for providing instruction, support services, and resources. But calls for accountability from parents, public officials, and accrediting bodies have changed this notion. With the recent attention to increased educational costs and poor results has come the demand that institutions become accountable for student learning outcomes in exchange for financial support. In a 1993 National Adult Literacy Survey, the Educational Testing Service reported that only about one half of four-year college graduates were able to demonstrate intermediate levels of competence in interpreting prose such as newspaper articles, working with documents such as bus schedules, and using elementary arithmetic to solve problems involving costs of meals in restaurants.

Kay McClenney, vice president of the Education Commission of the States, in an August 1998 issue of *Leadership Abstracts*, said that the inescapable reality is that policymakers and the public are through signing blank checks for higher education. Institutions are expected to perform, to document performance, and to be accountable for producing return on taxpayer and student investment. McClenney predicts that this dynamic is going to be reflected in performance indicators, performance funding, performance contracting, and performance pay. In fact, several states either have instituted some of these measures or are studying them. Proponents of the learning paradigm argue that institutional responsibility for student learning, rather than just providing instruction and services, has the potential to respond to these new demands with significant positive change.

Under the learning paradigm, everyone in an institution is responsible for student learning — teachers, librarians, counselors, secretaries, custodians, food service workers, president, trustees. Limiting employees' jobs to traditional roles does not allow employees to identify with the institution's mission and may keep them from noticing institutional problems and barriers outside of their area or from helping students. This shared responsibility for student learning does not relieve the student of responsibility, but it means that everyone has a stake in student success.

Planning and operational decisions must be made with consideration to their potential impact on student learning. Robert Barr and John Tagg, in their article "From Teaching to Learning" (*Change*, Nov/Dec 1995), argue that institutions should restructure to produce better student learning. The instruction paradigm, they say, confuses a means (instruction) with an end (learning). McClenney put it directly when she said that every choice, every decision — about staffing, resource allocation, everything — gets subjected to a simple screen: How does this improve learning?

Popular magazine ratings of colleges and universities are the subject of a great deal of controversy. These annual ratings evaluate institutions primarily on the basis of resources and processes rather than outcomes. Institutions with the most exclusive student admissions standards, the largest library collections, and the largest endowments are usually ranked at the top. Under the learning paradigm, colleges and universities would be judged on the basis of student learning outcomes. Continuous improvement of these outcomes would be a goal.

Implications for Teachers

McClenney predicts profound changes in the roles of faculty and their relationships to students and to one another. She sees traditional instructional methods as ineffective, unaffordable, and infeasible for meeting future demands. Traditionally, college teachers have assumed that students learn through lectures, assigned readings, problem sets, laboratory work, and fieldwork. However, these assumptions are being challenged by new research about how people learn. Evidence from a number of disciplines suggests that oral presentations to large groups of passive students contribute very little to real learning. Faculty members who promote interaction among students in and out of class are rewarded with improved student persistence and success.

In *A Learning College for the 21st Century* (1997, Oryx Press), Terry O'Banion reports that nursing programs in community colleges have some of the highest success rates in all of education, at least in part because a cohort is guided through a rigorous competency-based curriculum. Nursing students study together and support one another, and there is no disincentive for all to succeed at high levels because students are graded not relative to one another (as on a curve) but relative to a given performance standard. Learning communities, in which a group of students take a common set of courses, usually designed around a theme, have also proved their effectiveness in developing a collaborative and cooperative learning environment, which promotes student achievement.

Technology is being used in many new and exciting ways to enhance student learning. Multimedia presentations engage students with different learning styles. Electronic mail provides an avenue for more frequent and more timely interaction between teachers and students. Online chat rooms or discussion groups encourage student interaction. Advances in technology have made information much more available. Teachers will no longer have to function as storehouses of knowledge, keeping up with an explosion of information. Instead, teachers can help students use resources to evaluate information wisely.

Teaching must be viewed as a scholarly activity with its own body of research. Faculty members in the learning paradigm will be concerned not only about keeping up with their disciplines but also about keeping up with what is being discovered about learning and effective methods to promote it. They will be encouraged to experiment with teaching, to study it, and to evaluate it in much the same way they would evaluate other scholarly activity.

Implementing the new learning paradigm does not lessen the status of the teacher or of any other professional. Instead, it focuses the resources of the institution on the outcome of student learning. Shifting control of learning to students should not be seen as a threat. Teachers will be responsible for more important activities than just dispensing information. They will be the designers of the learning environment, constantly assessing and seeking improvements. They will continue to guide, mentor, and evaluate the learning of their students.

The Student as Customer

Many faculty members disagree with the new paradigm's "student as customer" analogy. This analogy is more appropriate when viewed from an institutional perspective. Competition for students is high. Many colleges and universities have developed extensive enrollment-management and marketing programs to attract students and thus to survive. Tuition costs and the availability of sufficient financial aid have received greater attention. Colleges and universities have expanded student services to retain students and have developed nontraditional schedules to be more convenient. The development of online courses is supported as a way to compete with institutions that offer most of their instruction electronically.

Institutions, particularly community colleges, are attracting older students who do not have time to stand in long lines registering for classes or buying textbooks. Bureaucratic processes and excess paperwork are being replaced with more convenient processes, often making good use of technology. At many institutions, students can now apply for admission, register for classes, and even receive grades using the Internet. Counseling and tutoring, along with coursework, are now available electronically for students who find it inconvenient or impossible to come to campus.

While institutions have been working to attract students and to provide more efficient and more convenient services in much the same way that a business establishes a relationship with a customer, the relationship between a teacher and a student is more complex. The teacher is the designer, the instructor, the guide, the advisor, the motivator, the taskmaster, and the evaluator. Students must listen, observe, take notes, read, write, speak, respond in class, study, and take examinations. Students must work to achieve the very outcomes for which they or their families are paying. Yet the best teachers treat students with the respect due a customer and make extra efforts to help them succeed in their classes.

Faculty and Institutional Change

The efforts of faculty members will be essential in the transformation of colleges and universities to become more learning centered. As influential players in the governance of their institutions, they are in positions to help revise mission statements so that they clearly define the institution's purpose as student learning. Faculty members can help ensure that planning and operational decisions are made to impact student learning positively. When designing new facilities, for example, faculty members can insist on the flexibility necessary to support new teaching and learning methods, rather than accept architectural designs based on tradition.

Perhaps the most important institutional activity for faculty in the learning paradigm is to take the lead in identifying learning outcomes for students and developing ways to ensure that graduates achieve those outcomes. Just what should students have learned, and how do we know that they have? These discussions can be valuable at the departmental level, but they are essential at the institutional level. Once learning outcomes are identified and measured, the next step is to set goals for improvement and try new methods to bring these improvements about.

Educators have a tremendous amount of time and energy invested in the current paradigm and may be resistant or blind to the need to change. Faculty members have been trained by example to provide instruction and grade students. Administrators hire and evaluate teachers on the basis of how well they present material. College and university policies often make it difficult for faculty to try new methods. Staff members have probably never been told that their jobs are to create an environment conducive to student learning.

Despite these barriers, educators must make student learning a priority. They must establish expectations for learning outcomes, assess whether the expectations have been met, and set goals for improvement. Policies must be changed to encourage new methods. The limitations of traditional methods of instruction will not be accepted much longer, and educators rather than legislators should establish learning outcome standards. This is a challenge that educators must accept.

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Organizing for Learning

Constant Values, Competitive Contexts

March 20–23, 1999 Washington, DC

Dolores E. Cross
1998–99 Chair, AAHE Board of Directors

Traditional higher education institutions increasingly face competition for resources and students from peer institutions and from the new educational providers. Sometimes this changing environment seems threatening, but it can also serve as a stimulus for self-reflection and consideration of the kinds of fundamental questions any enterprise has to ask itself periodically: What purposes do we serve? How do we need to change to continue serving those purposes effectively? What values do we want to preserve in the process?

The American Association for Higher Education envisions a higher education enterprise that helps all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy. How can we achieve this vision while meeting the challenges facing us — for instance, keeping our doors open to a wide diversity of students, ensuring their deep learning, serving both the civic and workforce-development needs of society, and being accountable to our various constituents? How do we respond to market forces while not leaving behind people or values not served well by those forces?

In deciding on this year's National Conference theme, AAHE's Board of Directors decided that we must have a full understanding of the competitive context of higher education, and a sense of the values at the core of our work and our missions, to develop the mechanisms necessary to organize for learning most effectively. The 1999 conference's three tracks address these issues at three levels: the academic unit, the institutional, and the trans-institutional.

More than 100 plenary and concurrent sessions are offered at AAHE's National Conference on Higher Education. This issue of the *Bulletin* highlights just a sampling of the many sessions related to the theme's three programmatic tracks.

The conference lineup also includes sessions not related to the theme, offering you **a comprehensive overview of current issues** important to American higher education now and tomorrow. For more information visit AAHE's website, www.aahe.org, and click on "Conferences."

We know that students learn best and most deeply when their minds, hearts, and hands are engaged in their studies. We know that new teaching strategies such as service-learning, problem-based learning, and learning communities have added to our repertory of successful approaches. We also know that technology has introduced more exciting and challenging opportunities in the ways we teach. The question here is, What administrative and faculty structures help or hinder us when we try to use the most effective means at our command to enable student learning?

Track 1 examines how we must organize and operate for deep and distributed learning that serves a changing student population.

Track 2, "Leading the Effective Institution"

Institutions are examining their missions and structures and determining how to save what they value while making the changes necessary to ensure deep learning and institutional viability. School and college boundaries are being redrawn to permit a freer flow of ideas, faculty, and curricular innovation. Rigid and layered decision-making structures are being replaced by those more suited to the challenges of balancing the imperatives of continuity and change.

Track 2 focuses on how institutions can enact their values and missions more effectively and manage themselves strategically.

Track 3, "The Competitive Environment"

Traditional institutions of higher education and their traditional modes of operation are being challenged not only by new teaching strategies but also by new entities involved in the delivery of postsecondary education. Alternative providers are emerging quickly, and these new competitors are forcing a discussion of their place in the educational environment, the type of learning that each form of education can and should provide, and how partnerships and collaborative efforts can be formed with traditional colleges and universities.

Track 3 looks at the larger environment of higher education and at the competitors, partners, and public policies that institutions need for success in the future.

Sample Sessions

Track 1

"Alternative Pedagogies and Structures"

Students learn through engagement with real problems and issues in an active social environment. On campus, off campus, online, or in person, students who link theory with practice learn through application and reflection. Because such deep learning is cumulative, colleges and universities must provide structures, policies, and practices that support active learning across the curriculum and institutionwide.

Sessions in Track 1 focus on supporting powerful pedagogies through innovations such as creative partnerships, different uses of student and faculty time, innovative reward systems for both faculty and students, and new sites for learning.

On Monday morning, featured speaker **Paul Clark** comments on this aspect of the conference theme. Clark is director of teaching and learning at Scottish Higher Education Funding Council, where his responsibilities include the assessment of the quality of education in Scottish universities and colleges and the planning and delivery of initiatives to improve teaching and learning. These initiatives include the development of nationwide programs of support for the use of communications and information technology in teaching and learning, research, administration, and management; the widening of participation in higher education of underrepresented social groups; and the development of support programs for students with disabilities.

Innovative Approaches to Preparing Future Business Professionals for the New Millennium: The Global Learning Community at Ohio University
Richard Milter, associate professor, Ohio University

What Are We Learning About Learning Communities?
Emily Decker, associate director, Washington Center for Undergraduate Education, The Evergreen State College; Jerri Holland Lindblad, chair, Department of English, Frederick Community College; Karen Oates, associate director, New Century College, George Mason University; and Connie Della Piana, director of evaluation, University of Texas at El Pa

New Pathways to the Baccalaureate Degree
Martin L. Bradley, assistant professor of business administration and director, Three-Year Degree Program, New Hampshire College

"Exploding Minds" and Other Hazards of Really Learning: An Exploration of Student and Faculty Learning in a Learning Community Context
William S. Moore, coordinator, Student Outcomes Assessment, Washington State Board for Community and Technical Colleges

Professors as Pedagogues and Students as Scholars: A Dialogue
Janet Donald, professor, McGill University; and James Wilkinson, professor, Harvard University, and director, The Derek Bok Center for Teaching

Inter-Institutional Peer Review: An Alternative Structure for Promoting Institutional Change
Arlene H. Levine, director, First Year Programs, Temple University; Nancy L. Zimman, senior lecturer in education, Brown University; Michael Leeds, associate professor of economics, Temple University-Fox School of Busin and Peter T. Ewell, senior associate, National Center for Higher Education Management Systems (NCHEMS)

The Student Learning Web: True Integration of Academic and Student Affairs
Roger B. Ludeman, assistant chancellor for student affairs, University of Wisconsin-Whitewater

Embedding Language Across the Curriculum
H. Stephen Straight, professor of anthropology & linguistics, and Dian K. Davies, assistant director, Languages Across the Curriculum, State University of New York-Binghamton; and Virginia M. Fichera, profess of foreign languages & humanities, and Doug Lea, professor of comput science, SUNY College at Oswego

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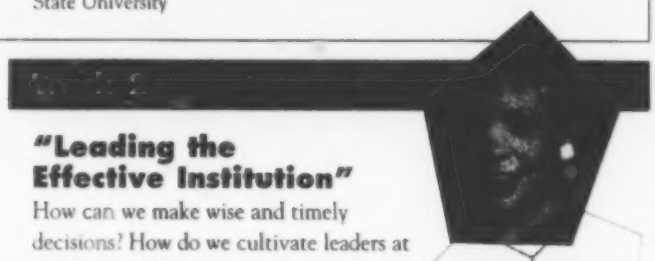
The Story of God, First-Year Students, and Collaboration Across Institutional Roles
Rita Pougiales and Nancy Taylor, members of the faculty, Elaine Hayashi-Petersen, academic advisor, and Jessie Fries-Kraemer, writing tutor, The Evergreen State College

Slackers, Dictators, and Jerks: How to Make Learning Teams Effective
Larry Spence, director, Schreyer Institute for Innovation in Learning, and Lynn Melander Moore, coordinator, Undergraduate Programs and Activities, Schreyer Institute for Innovation in Learning, Pennsylvania State University



"Leading the Effective Institution"

How can we make wise and timely decisions? How do we cultivate leaders at all levels of the institution? How do we make the barriers internal to an institution and between it and the larger world more permeable? What levers for change do we have? How do we effectively plan, evaluate, and improve what we do? How do we sustain innovation? The sessions focused on leading the effective institution take up these and related questions.

On Monday morning, featured speaker **Marie McDemmond**, president of Norfolk State University, comments on this aspect of the conference theme. Norfolk State University is the nation's fourth-largest historically black university. McDemmond is its first female president and the first woman to serve as the chief executive officer of a four-year, state-supported university in Virginia. Previously, McDemmond was chief operating officer for Florida Atlantic University and its seven campuses.

Continuous Improvement and Assessment of Academic Programs: The Program Action Plan
Jack P. Calareso, vice president for academic affairs and professor of education, Merrimack College

The Georgia HOPE Scholarship Program: Whom Does It Serve?
Thomas G. Mortenson, senior scholar, The Center for the Study of Opportunity in Higher Education, and Stephen R. Portch, chancellor, Board of Regents, University System of Georgia

Creating a College — Four Years Later
John O'Connor, dean, New Century College, and David Potter, provost, George Mason University; Paul Rosenblatt, dean, Arizona International College, University of Arizona; and Dell Felder (tentative), provost, California State University-Monterey Bay

Effective Chairs in Partnership With Their Disciplinary Association
Carla B. Howery, deputy executive officer, and Felice J. Lev executive officer, American Sociological Association; Jill R. executive director, Education Directorate, American Psychological Association; and Scotty Hargrove, chair, Department of Psychology, University of Mississipp

Changing Institutional Leaders: Using the Search and Screen Process to (Re)Define Campus Needs, Mission, Vision, and Leadership
Rene Gratz, associate professor of health sciences, Nancy L. Zimpher, chancellor, and Stephen Percy, professor and director, Center for Urban Initiatives and Research, and chair, 1997-98 Chancellor Search Committee, University of Wisconsin-Milwaukee; and Jean Dowdall, vice president, A.T. Kearney Executive Search

Partnerships and Institutional Interdependence
James J.F. Forest, director of research and technology, Natior Center for Urban Partnerships; Manuel Gomez, vice chance for student services, University of California-Irvine; John N interim president, Santa Ana College, Rancho Santiago Community College; Carolyn Williams, president, Bronx Community College, City University of New York; and Ric Fernandez, president, Lehman College

Reconceiving Institutional Planning: How Innovative Institutions of Higher Education Are Managing and Adapting to Change
Rex Fuller, dean, College of Business Administration, Ann Korschgen, graduate faculty member, and Judith Kuipers, chancellor, University of Wisconsin-La Crosse; and Leo Lambert, president, Elon College

A Systems Approach to Institutional Change: Using Mult Levers and Nurturing All Participants
Ann E. Austin, associate professor of educational administration, and Kathryn M. Moore, professor and direct Advanced Learning Systems, Michigan State University

In Their Own Voices: Student Perceptions of the Impact of the Lawsuit Against Affirmative Action at the University of Michigan
John Matlock, assistant provost and director, Office of Academic Multicultural Initiatives, and doctoral students Andrew Adams, Ahmad A. Rahman, Damon Williams, Katerina Wade, and Christine Navia, University of Michigan

"The Competitive Environment"

The postsecondary marketplace is quite suddenly being remade: by new, for-profit competitors, by remarkable program responses fi traditional institutions, by pressures from politicians, students, capital markets, and corporate allies. In all this

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and bustle of competitive activity, it becomes even more important for a college to describe — for itself and its publics — the distinctive, valuable contributions it makes to student learning.

On Monday morning, featured speaker **Laura Palmer Noone** comments on this aspect of the conference theme. As provost of the University of Phoenix, Noone is the chief academic officer of a university dedicated to working adult students. Previously, she was director of academic affairs at the University of Phoenix, Phoenix Campus; an attorney-at-law in general civil practice; and an adjunct faculty member at Grand Canyon University and Chandler-Gilbert Community College.

Value and Values of Postbaccalaureate Education
Kay J. Kohl, executive director, University Continuing Education Association (UCEA); Gerald Heeger, dean, School of Continuing Education, New York University; David Burnett, director of employee resources, Pfizer Central Research, Pfizer Inc.; and Robert O'Neil, director, Thomas Jefferson Center for the Protection of Free Expression

Communicating About Learning Effectiveness at the Institutional Level: The Urban Universities Portfolio Project
Susan Kahn, director, Urban Universities Portfolio Project, and Sharon Hamilton, director of campus writing, Indiana University Purdue University Indianapolis; Tim Crimmons, associate provost for academic affairs, Georgia State University; and David Schwalm, vice provost and dean, Arizona State University East

What Is the New Role of Faculty in Virtual Universities: Three Perspectives
Sally M. Johnstone, director, Western Cooperative for Educational Telecommunications, WICHE; Robert C. Albrecht, chief academic officer, Western Governors University; Terri Hedegaard, vice president, University of Phoenix, Online Campus; and Pamela Pease, president, International University

Open University - United States: Collaboration or Competition?
Alfredo G. de los Santos, Jr., vice chancellor for student and educational development, Maricopa Community Colleges; Sir John Daniel, vice chancellor, The Open University (Great Britain); Charles B. Reed, chancellor, California State University System; and Talbot D'Alemberte, president, Florida State University

What Matters in College *After* College: Using Alumni Research to Drive Policy
Pamela Jolicoeur, provost, California Lutheran University; James Day, founder and CEO, Hardwick-Day; and Don Hossler, vice chancellor for enrollment services, and George Kuh, professor of higher education and associate dean of the faculties, Indiana University

What Do We Need to Bring to the Collaboration Table?
Gwen Hillesheim, director, Academic Initiatives, Walden University; Moya Andrews, associate dean, Indiana University; and Robert Ibarra, assistant vice chancellor, University of Wisconsin-Madison

National Conference on Higher Education Schedule Highlights

Saturday, March 20

9:30 am–5:30 pm	Workshops (T 1–7)
9:30 am–3:30 pm	Beyond the Monuments Tour (T 1)
9:30 am–3:00 pm	Campus Governance Leadership Retreat (T 2)
1:00–8:00 pm	Campus Conversations: Colloquium
1:00–5:00 pm	Black History Tour (T 3)
7:00–9:30 pm	Hispanic Celebration at the Smithsonian! (T 4)
7:00 pm	Black Cultural Performances & Dance (T 5)

Sunday, March 21

9:00 am–1:30 pm	AAHE Hispanic Caucus Forum & Luncheon (T 6)
9:00 am–12:00 noon	Campus Conversations: Colloquium cont.
9:30 am–1:00 pm	Workshops (8–29)
1:00 pm	Exhibit Hall opens
1:00–3:00 pm	Poster Session
1:30–2:45 pm	First Concurrent Sessions
3:00–4:15 pm	Opening Plenary: Panel Discussion with William Gray and others, moderated by Frank Newman
4:30–5:45 pm	Concurrent Sessions
7:00 pm	Keynote Address: Parker Palmer followed by Keynote Reception

Monday, March 22

7:00–8:00 am	Breakfast Roundtable
8:15–9:15 am	Commentary on Three Theme Tracks: Paul Clark, Marie McDemmond, and Laura Palmer Noone
9:15 am	Exhibit Hall opens
9:30 am–12:30 pm	Concurrent Sessions
12:30–2:30 pm	Poster Session
1:00–2:00 pm	Plenary: Howard Fuller
2:15–4:45 pm	Concurrent Sessions
5:00–6:00 pm	Tomas Rivera Lecture: Jim Cummins
6:00 pm	Special evening activities
6:30 pm	Women's Issues Dinner (T 7)
8:00–11:00 pm	Monuments by Moonlight Tour (T 8)

Tuesday, March 23

7:00–8:15 am	8th Celebration of Diversity Breakfast (T 9)
8:30–9:30 am	Plenary: John Seely Brown
9:15 am	Exhibit Hall opens
10:00 am–12:30 pm	Concurrent Sessions
2:00–3:15 pm	Concurrent Sessions
3:30–4:30 pm	Plenary: Elizabeth Minnich
4:45–5:45 pm	Last Concurrent Sessions
6:00–7:00 pm	Conference Feedback Session
6:00 pm	Special evening activities

Wednesday, March 24

9:00 am–12:00 noon	Postconference meetings of specialized groups

Subject to change

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Preconference Workshops

The workshops provide intensive and practical learning experiences. To register, mark your first, second, and third choice for each timeband in box D and add the appropriate subtotal in box I on the registration form. Fuller descriptions of each workshop are available on AAHE's website (www.aahe.org).

Saturday, March 20, Full-Day

Self-Organizing for Learning (W-1)
Open Space Technology (OST) is a highly interactive, group-directed process that allows large groups to address complex organizational issues quickly. In this workshop you get a hands-on OST experience focused on the burning issue "How do we more effectively organize the campus for learning?," plus time to explore the range of OST uses on campus.
Presenter: Steve Brigham, Kaludis Consulting Group.
Saturday 9:30 am–4:30 pm $95

Saturday, March 20, Morning

Toward a More Democratic Education: Strategies for Eliminating Cultural Stereotyping and Promoting Diversity in the Classroom (W-2)
Hear a historical overview of diversity within the context of a democratic society; then learn strategies for detecting and eliminating stereotypes that affect faculty perceptions.
Sponsored by the AAHE Hispanic Caucus for all conferees.
Presenters: Edna Acosta Belen, SUNY at Albany; and Yvonne E. Gonzalez Rodriguez and Barbara R. Sjostrom, Rowan University.
Saturday 9:30 am–1:00 pm $50

Too Much Change and Too Much Conflict: Cultivating a Collaborative Culture (W-3)
Learn strategies that help unlock conflictual communication patterns in departments and across campuses. Conflict analysis, mediation, and conflict resolution, especially as they relate to working through difficult struggles and dealing with difficult people, are discussed, along with ways to build teams, reflect on actual cases, and design intervention strategies.
Presenter: Sandra I. Cheldelin, George Mason University.
Saturday 9:30 am–1:00 pm $50

Reorganizing for Learning: Action Learning in the Classroom (W-4)
Discuss how to design an action-learning academic program and experience action learning yourself. *Sponsored by the Collaboration in Undergraduate Education Network (CUE) for all conferees.*
Presenters: Robert L. Dilworth, Susan Kernyat, and Anne Beamie Kelly, Virginia Commonwealth University.
Saturday 9:30 am–1:00 pm $50

Shining a Flashlight on Teaching, Learning, and Technology (W-5)
The TLT Group's Flashlight program helps institutions, departments, and individual faculty frame crucial questions and develop productive studies about their instructional uses of technology. This workshop takes you step-by-step through the development of such an evaluation.
Presenter: Stephen C. Ehrmann, The TLT Group.
Saturday 9:30 am–1:00 pm $50

Quality Undergraduate Science Education for All Students: Programs and Ideas for Promoting Change (W-6)
With funding from the National Science Foundation, AAHE is helping campuses to reform science, mathematics, engineering, and technology (SMET) education. This workshop highlights institutions' recent work at an AAHE conference to improve learning in undergraduate programs.
Facilitator: Susan Ganter, AAHE.
Saturday 9:30 am–1:00 pm $50

Faculty Development/Post-Tenure Review: Accountability Measure or Barrier? (W-7)
Hear and participate in a discussion reflecting the ideas of administrators in campuses where post-tenure review is required and where it is under review.
Sponsored by the AAHE Black Caucus for all conferees.
Presenters: Antoine Garibaldi, Howard University; Glenda Glover, Jackson State University; and Lonnie Stadberry, Texas Southern University.
Saturday 9:30 am–1:00 pm $50 (free to AAHE Black Caucus members)

Successful Teaching Evaluation Programs (W-8)
In this interactive workshop you focus on (1) student evaluation of instruction, (2) peer review of teaching, and (3) the teaching portfolio. Examine important new lessons learned about what works and what doesn't, key strategies, tough decisions, and links between assessment and development.
Presenter: Peter Seldin, Pace University.
Saturday 9:30 am–1:00 pm $60, includes book

Creating Dynamic Optimum Distance Learning Environments (W-9)
Are you a faculty member or practitioner who wants to enhance distance learning, specifically interactive Web-based courses that engage students in the learning? In this workshop you discuss issues of instruction, content, technology, student support, and assessment.
Sponsored by the AAHE Asian and Pacific Caucus for all conferees.
Presenters: Naomi Okumura Story, Maricopa Community Colleges; and Hae K. Okimoto, University of Hawaii.
Saturday 9:30 am–1:00 pm $50

Assessment and Accreditation: Closing the Loop (W-10)
This workshop offers an overview of regional accreditors' expectations, basic assessment concepts and methods, and a model for organizing assessment, then concludes with a case study. The focus is on "closing the loop" — ensuring that assessment information is actually used for improvement and quality assurance.
Presenters: Peggy Maki, New England Association of Schools and Colleges; and Barbara D. Wright, University of Connecticut.
Saturday 9:30 am–1:00 pm $50

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Saturday, March 20, Afternoon

Creating a Culture of Teaching and Learning (W-11)
See how faculty in a variety of disciplines have taken the AAHE Peer Review of Teaching project's broad initiatives and applied them to their own fields. Learn strategies for documenting faculty work, especially teaching, and get at problems, such as whether to include all student evaluations and how to represent teaching in nonlecture courses.
Presenter: Larry R. Andrews, Kent State University.
Saturday 2:00–5:30 pm $50

New Media Technologies, Authentic Learning, and Alternative Pedagogies (W-12)
Focusing on constructivist approaches to learning, this workshop considers the capabilities of new media to distribute the responsibility for making knowledge in the classroom and to foster student public accountability.
Presenter: Randy Bass, Georgetown University.
Saturday 2:00–5:30 pm $50

Organizing Leadership and Institutional Transformation for Learning (W-13)
Topics include identifying the significance of learning as a core value and as a self-renewing system; determining vision, mission, and goals; reviewing and analyzing systemic influences that affect institutional transformation; identifying new leadership roles and relationships; managing the transitions, communication, and connections across the organization; building, evaluating, and rebuilding on the basis of assessment data; and moving beyond jargon. *Sponsored by the AAHE Asian and Pacific and AAHE Hispanic caucuses for all conferees.*
Presenters: Alfredo G. de los Santos Jr. and Naomi Okumura Story, Maricopa Community Colleges.
Saturday 2:00–5:30 pm $50

Baldrige Award for Education (W-14)
This workshop explores the award criteria, the systemic nature of the award categories, and the results from the 1995 Education Pilot. You conduct a mini-assessment of your institution's progress against the Baldrige criteria.
Presenter: Susan West Engelkemeyer, Babson College and AAHE.
Saturday 2:00–5:30 pm $50

Profiling the Best of the Best: Campus Settings Working to Integrate Student-Centered, Technology-Driven, and Value-Added Learning Practices (W-15)
In this workshop you hear about traditional and nontraditional campus settings that embody the following concepts: students as clients, faculty as facilitators rather than imparters of learning, multimedia and Web-based distance learning delivery systems, faculty mentor development approaches, and curricular innovations and course content redefinitions.
Sponsored by the AAHE Hispanic Caucus for all conferees.
Presenter: Henry T. Ingle, University of Texas at El Paso.
Saturday 2:00–5:30 pm $50

Chair's Role in Improving Teaching and Learning (W-16)
In this workshop chairs learn how to (1) begin difficult conversations that will help ineffective teachers reduce negative thinking and expose them to positive thinking and effective strategies; (2) involve faculty in devising a classroom observation procedure in which feedback celebrates the good news and leads to professional development; and (3) use action research to generate performance indices for demonstrating teaching effectiveness.
Presenter: Ann F. Lucas, Fairleigh Dickinson University.
Saturday 2:00–5:30 pm $60, includes book

Strengthening Academic Advising: Key Issues, the National Research, and Strategies That Work! (W-17)
Hear a summary of extensive national research on what is known about the practice, performance, and promise of faculty advising. Examine important models and delivery systems as well as a case study of Syracuse University, a NACADA national award recipient for its systemic improvement efforts.
Presenters: Frank Wilbur, Syracuse University; Gary Kramer, Brigham Young University; and Faye Vowell, Emporia State University.
Saturday 2:00–5:30 pm $60, includes book

Sunday, March 21

Course and Curriculum Design and Assessment: Issues, Options, and Process (W-18)
In this workshop learn a successful model for course and curriculum design. Case studies from a number of disciplines address process, politics, technology, faculty, rewards, and assessment.
Presenter: Robert M. Diamond, Syracuse University.
Sunday 9:30 am–1:00 pm $60, includes book

Using Students to Support Technology and Transformation (W-19)
Learn about student roles in supporting general-purpose and specialized computer labs, library information centers, and curriculum-development initiatives. Discuss training programs, administrative challenges, and funding.
Presenters: Steven W. Gilbert, The TLT Group; and Phillip D. Long and Paul Fisher, Seton Hall University.
Sunday 9:30 am–1:00 pm $50

Cultivating a Culture for Change and Planting a Powerful Pedagogy: A Case Study of the Samford PBL Initiative (W-20)
The presenters draw on experience with Samford University's PBL (problem-based learning) Initiative to address strategies for developing openness to change, introducing and promoting acceptance to innovation, and developing structures that sustain continuous improvement of instruction.
Presenters: John Harris and Claire Major, Samford University.
Sunday 9:30 am–1:00 pm $50

Nuts and Bolts of Post-Tenure Review (W-21)
Learn what's new nationally regarding the implementation of post-tenure review; discuss lessons learned from experienced institutions; and prepare a plan for how you might shape the movement to effective practice on your own campus.
Presenter: Chris Licata, AAHE and Rochester Institute of Technology/National Technical Institute for the Deaf.
Sunday 9:30 am–1:00 pm $50

Taking Structure Seriously: Using Learning Communities to Transform Institutions (W-22)
This workshop explores how learning communities help transform institutions and build institutional climates that support change and innovation. It is organized in two overlapping tracks — one for people new to learning communities, and one for veterans.
Presenters: Roberta Matthews, Marymount College; William J. Koolsbergen and Phyllis van Slyck, CUNY LaGuardia Community College; and Jodi Levine, Temple University.
Sunday 9:30 am–1:00 pm $50

Increasing Expectations for Student Academic Effort (W-23)
In this workshop explore a variety of techniques for assessing campus expectations for student performance; plus learn strategies for raising expectations and the implications of those strategies.
Presenters: Karl L. Schilling, State Council of Higher Education for Virginia; and Karen Maitland Schilling, Miami University.
Sunday 9:30 am–1:00 pm $50

Women as Learners, Women as Leaders (W-24)
Hear from groundbreaking authors on such topics as: How do women grow intellectually? develop a sense of self? develop an authentic and personal voice? approach educational leadership? *Sponsored by the AAHE Women's Caucus for all conferees.*
Facilitators: Jill M. Tarule, University of Vermont; and Blythe M. Clinchy, Wellesley College.
Sunday 9:30 am–1:00 pm $50

Seven Directions Point to the Future: Considering Climates of Respect (W-25)
Learn a non-Western model of circular discourse. "Seven Directions" creates environments that allow for building trust, working through conflict, and using the power of diversity.
Presenters: Kaylynn TwoTrees, Cleveland Institute of Art; Susan E. Borrego, Caltech Y; and Mary E. Boyce, University of Redlands.
Sunday 9:30 am–1:00 pm $50

Hiring and Firing: What Administrators Need to Know (W-26)
Intended for chairpersons, deans, and other administrators, this workshop uses case studies to explain the rights and responsibilities of faculty, staff, and students, as those responsibilities relate to employment contracts and rights, reference checking, evaluating colleagues, confidentiality and peer review, student allegations of educational malpractice, and academic freedom versus managerial discretion.
Presenter: Lois Vander Waerdt, The Employment Partnership.
Sunday 9:30 am–1:00 pm $50

The Academic Department: Should It Change? How Can It Change? (W-27)
Learn a process to help you apply to your own department the findings from research on departmental culture, organization, and change.
Presenters: Barbara Walvoord, University of Notre Dame; and Philip Way, Suzanne Wegener Soled, and Anna K. Carey, University of Cincinnati Clermont College.
Sunday 9:30 am–1:00 pm $50

Service-Learning as Institutional Strategy (W-28)
What issues are key in designing service-learning programs to achieve a wide variety of institutional ends? In this workshop learn about enhanced curricular coherence, greater diversity and retention, heightened faculty productivity and creativity, more authentic institutional citizenship, plus more mundane issues such as staffing, accountability, and faculty development.
Presenter: Edward Zlotkowski, AAHE and Campus Compact.
Sunday 9:30 am–1:00 pm $50

Developing Strategies to Recruit, Retain, and Promote Faculty and Administrators of Color (W-29)
Discuss successful strategies, including the implications of recent data collected about people of color in academia today. *Sponsored by the AAHE Black Caucus for all conferees.*
Presenter: Caroline Sotello Turner, University of Minnesota.
Sunday 9:30 am–1:00 pm $50

Register now to attend one or more of the special events below by marking your choice(s) in box E and adding the appropriate fee in box I on the registration form. Ticketed activities require advance registration; tickets are *not* available at the door. Activities are open to all conferees while space remains.

Beyond the Monuments Tour (T-1) 9:30 am–3:30 pm
This all-day tour visits three Washington neighborhoods where the culture, cuisine, and architecture are especially interesting. Fee: $40, includes transportation and entrance fees.

Campus Governance Leadership Retreat (T-2) 9:30 am–3:00 pm
"Reaffirming the Art of Shared Governance"
This year's retreat concentrates on the key principles that inform the unique traditions of institutional self-determination by engaging rival notions of governance being advanced by forces both within and beyond the academy. *Sponsored by the AAHE National Network of Faculty Senates.* Fee: $75, includes working lunch. Limited to 50 people.

Black History Tour (T-3) 1:00–5:00 pm
Enjoy this tour of Annapolis, Maryland, focusing on black history. Fee: $30, includes transportation.

Hispanic Celebration at the Smithsonian! (T-4) 7:00–9:30 pm
This evening of celebration of Hispanic culture includes a catered reception at the Smithsonian "Castle" museum after hours and a classical music program by 1997 Grammy nominee pianist Martha Marchena, ending with an awards presentation. *Sponsored by the AAHE Hispanic Caucus for all conferees.* Fee: $18, includes transportation. Buses depart from the hotel at 6:30 pm.

Black Cultural Performance & Dance (T-5) 7:00 pm
Witness the progression from the gumboot dance that miners of southern Africa began first as a rivalry then as entertainment in the early-19th century, to the dance performance of black Greek fraternities and sororities on American college campuses commonly referred to as "stepping." A dance for all attendees immediately follows the performance. Fee: $15.

AAHE Hispanic Caucus Forum & Luncheon: "Latino Leadership in Higher Education" (T-6) 9:00 am–1:30 pm
This year's forum focuses on the duties and responsibilities faced by Hispanic faculty members and administrators in higher education with respect to their own colleagues, the students they serve, and their tax-paying publics. *Sponsored by the AAHE Hispanic Caucus for all conferees.* Fee: $35, includes lunch.

Women's Issues Dinner (T-7) 6:30 pm
Enjoy dinner and an awards ceremony with your conference colleagues in historic Georgetown. *Sponsored by the AAHE Women's Caucus for all conferees.* Fee: $35 for AAHE Women's Caucus members, $45 for non-members, includes transportation. (You may purchase a discounted ticket if you join the caucus in box C on the registration form.)

Monuments by Moonlight Tour (T-8) 8:00–11:00 pm
See Washington's most famous monuments beautifully illuminated for nighttime viewing. Fee: $40, includes transportation and refreshments.

8th Celebration of Diversity Breakfast (T-9) 7:00–8:15 am
Enjoy a continental breakfast during a presentation and discussion on the topic "Post Multiculturalism: The Backlash and Its Challenges" by Evelyn Hu-DeHart. *Sponsored by all AAHE caucuses for all conferees.* Fee: $15, includes breakfast.

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Hotel Discounts

The site of the 1999 National Conference on Higher Education is the Marriott Wardman Park Hotel, Washington, DC (2660 Woodley Rd. at Connecticut Ave. NW, 20008). AAHE has negotiated special room rates there for conferees:

Daily Room Rates:	Park Tower	Center Tower	Wardman Tower
Single (per person)	$135	$151	$175
Double (per room)	$145	$161	$185

You are responsible for making your own room reservation. Call the Marriott Wardman Park Hotel at 202/328-2000 or Marriott Worldwide reservations at 800/228-9290; do not contact AAHE.

To get these special rates, you must make your reservation by **February 18, 1999,** and identify yourself as an AAHE conferee. Don't wait — a limited number of rooms are available in each rate category.

When you call, specify your definite arrival and departure dates and times. The hotel requires that reservations be guaranteed by a credit card or check.

If you must cancel your reservation, to get your guarantee refunded you must notify the hotel before 6:00 pm on the arrival date you had specified.

If you check out early, the Marriott may assess you a fee, unless you inform the hotel at check-in that you are changing the departure date you had specified.

If you are sharing a room with others, your group should make only one reservation; whoever makes that reservation should provide the hotel with the name(s) of the roommate(s).

The meeting rooms of the Marriott Wardman Park Hotel are accessible by wheelchair. When you make your reservation, please tell the hotel if you have any special housing needs.

Rates are subject to a 14.5% sales tax and $1.50 occupancy tax per room, per night.

The special rates expire after February 18, 1999.

Airfare Discounts

Under a special arrangement, if you fly to this year's National Conference on American Airlines or American Eagle, that travel is eligible for exclusive Meeting Saver Fares*, or 5% off first-class and excursion fares, or 10% off Y26 full-coach fares. In many markets, zone fares*, which do not require a Saturday night stayover, may apply. As an extra bonus, if you purchase your ticket 60 days in advance of the conference you receive an additional 5% discount.

- Call American's Meeting Services Desk: toll free 800/433-1790, from 7:00 am to midnight central time, seven days a week.
- Tell the agent you are attending the American Association for Higher Education meeting and refer to STARfile S3339UQ. Meetings Services will help you find the lowest fare available.

*Some restrictions may apply; seats are limited.

Registration Instructions

- Complete the form that is inserted in this issue of the *Bulletin* and mail it with payment (check or credit card info) or signed purchase order to: **NCHE Registrar, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.** Purchase order or credit card registrations only may be faxed to: **202/293-0073.**
- Registrations will not be processed unless **accompanied by payment or signed purchase order.** (A purchase requisition or voucher is not sufficient; a photocopy of a check does not constitute payment.)
- If AAHE receives your registration **by February 20, 1999,** you will receive a **confirmation;** your confirmation should arrive within four weeks after your institution mails/faxes AAHE your registration. Registrations received after February 20 will not be confirmed; they will be processed on site and are subject to a **$40 late fee.**
- If you cannot attend, you may **transfer your paid registration** to another person (AAHE must receive written consent from you). Membership dues/status are not transferable. Registration fees may be **refunded** (less a $50 processing charge, and $5 per workshop), provided the refund request is made in writing and postmarked/faxed by **February 20, 1999.** Refunds are made after the conference.
- AAHE is an individual member association; your institution cannot be a member. You must be a current AAHE member or join/renew in box B on the registration form to get a **discounted member rate.**
- Faculty on *administrative* assignment are not eligible for either **"Faculty"** rate. **"Student"** rates are for *full-time students.*
- If AAHE receives your registration form after February 20, 1999, your name will not appear in the **Preregistrants List** distributed at the conference.
- The information marked on the registration form with an asterisk (*) will appear on your conference badge. **Please print legibly.**

If you need more information or a registration form, call 202/293-6440 or send email to nche@aahe.org.

Don't Forget the Team/Group Discount

A $50 discount off any conference registration fee in box A is available to each member of a team — a group of five or more registrants who all send/fax their completed registration forms together with payment at the same time. Take the discount in box I.

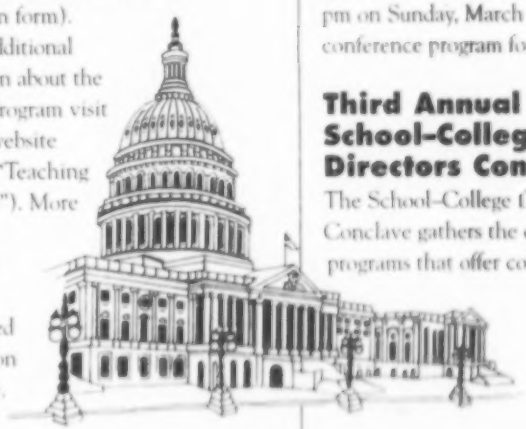
AAHE News

Colloquium on "Campus Conversations"

This AAHE National Conference event on fostering a "scholarship of teaching" is intended for campuses registered in the **Campus Program of the Carnegie Teaching Academy** and for campuses interested in participating in the Campus Program. Sessions will focus on the meaning of the scholarship of teaching, campus climates that support teaching, the work of Pew Scholars, and experiences of campuses already at work on these issues.

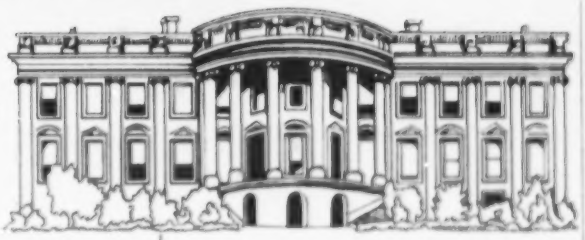
The Colloquium schedule includes a plenary address, afternoon sessions, and dinner on Saturday; plus continental breakfast and morning sessions on Sunday. Speakers include Carnegie Foundation senior scholar **Pat Hutchings** and Pew Scholar **Dan Bernstein.** Session leaders from participating campuses, scholarly societies, and the Pew Scholars program will report on a range of activities at the institutional, association, and individual levels. The Colloquium takes place 1:00 pm Saturday, March 20, through noon Sunday, March 21. Colloquium fee is $185, which includes meals and materials (mark box F on the registration form).

For additional information about the Campus Program visit AAHE's website (click on "Teaching Initiatives"). More than 60 registered campuses have posted information to the site.



United States Capitol

Special Exhibits



The White House

This year the National Conference Exhibit Hall is a "community of ideas." In addition to special Exhibit Hall–only hours and special events and breaks in the Hall, a substantive poster session will be held on Sunday and Monday afternoon.

Don't miss this opportunity to become a part of the AAHE community and showcase your products and services or visit interesting exhibits! To reserve your booth — or to suggest an exhibitor you would like to see at the conference — send email to exhibits@aahe.org. Visit AAHE's website (www.aahe.org, click on "Conferences") for more exhibit information.

Gay/Lesbian Issues

A meeting will take place at the National Conference to discuss whether sufficient interest exists to develop a group on gay/lesbian issues, which could become a caucus. Everyone interested is invited; the meeting takes place at 9:00 pm on Sunday, March 21. Check the conference program for location details.

Third Annual School-College Directors Conclave

The School–College Directors Conclave gathers the college leaders of programs that offer college courses to high school students, taught in the high school by high school instructors. They meet to network and discuss issues of common concern. Contact: Bill Newell, 315/443-2404, 315/443-1378 (fax), or bnewell@advance.syr.edu.

K. Patricia Cross Future Leaders Awards

These awards recognize outstanding graduate students who are potential leaders in higher education. Recipients receive funding to attend AAHE's National Conference, including registration fees and travel costs associated with the meeting. Students have been nominated by faculty members and selected by a special committee, and will be recognized at the conference.

The Future of Faculty Roles & Rewards?

Building on the results of its recently completed project **"New Pathways: Faculty Careers and Employment for the 21st Century,"** AAHE and the newly formed Project on Faculty Appointments at Harvard University have inaugurated a second, action-oriented phase. Three lines of work have been identified: faculty appointment policies, the tenure process, and post-tenure review. The new effort is called **"New Pathways II: From Inquiry to Practice."**

Programming at AAHE's National Conference includes sessions on all three of these areas of work aimed at making individual faculty careers more vital and resilient and providing institutions with the flexibility they need to anticipate and respond to a rapidly changing educational environment.

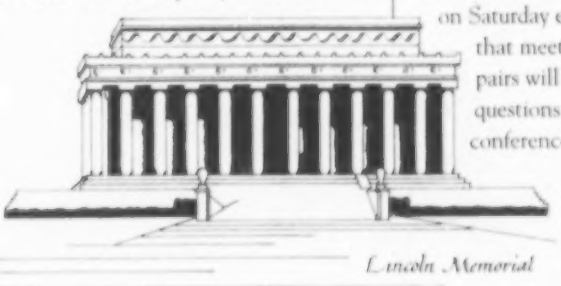
UUPP

The Urban Universities Portfolio Project (UUPP), in which AAHE is a partner, will be the focus of a session, **"Communicating About Learning Effectiveness at the Institutional Level: The Urban Universities Portfolio Project,"** at AAHE's National Conference. (See p. 9.) It will explore the project's rationale, purposes, and activities; discuss how participating universities are organizing their efforts to develop institutional portfolios; and describe the project's relationship to other national efforts, such as current discussions in the accreditation community on alternative forms of documentation.

Additional information on UUPP, including contact information, project summaries, institutional profiles, and links to other relevant sites, is available from the project website at www.imir.iupui.edu/portfolio.

The Pedagogical Power of Service-Learning

Leaders of national disciplinary organizations whose disciplines are represented in AAHE's 18-volume *Series on Service-Learning in the Disciplines* will meet at AAHE's National Conference on Saturday, March 20 to develop ways to further service-learning activities in their respective areas. This year's disciplines include accounting, biology, chemistry, communication studies, engineering, management, philosophy, political science, sociology, and Spanish. Leaders serve as resources to the conference by participating in workshops and other programming, and they continue to collaborate after the conference as a broader coalition of service-learning advocates. For more information contact Teresa E. Antonucci (x34), program manager, tantonucci@aahe.org. To order the *Series*, contact pubs@aahe.org.



Lincoln Memorial

Planned for Provosts

Again in 1999 the National Conference offers a special series of concurrent sessions for provosts and chief academic officers. Sessions focus on maximizing the effectiveness of shared governance, effecting campus change through conference teams, and operating a campus within a system. Planned by provosts, these sessions are designed for active discussion. Plan to offer your ideas and to learn from colleagues in similar roles. All provosts and chief academic officers are welcome.

Mentor a Student . . . Be a Mentee

The National Conference offers a student mentoring program, in which AAHE conference veterans are matched with students (graduate or undergraduate) to guide the students in getting the most out of this meeting. All mentors/mentees should be available to meet in Washington, DC, on Saturday evening, March 20. At that meeting, mentor/mentee pairs will get acquainted, address questions, and devise their conference strategy.

Sign up for the mentoring program in box H on the registration form. You will be matched with your mentor/mentee in early March and provided his/her email address (or phone number) so you can make contact before the conference.

United States Capitol

Are You a Department Chair?

The work of the academic department/division is becoming increasingly important and complicated, and the chair role is key to its success. For the first time, AAHE's National Conference includes a series of linked sessions to address the special needs and interests of department chairs.

Provosts, send your chairs! . . . chairs, send yourselves! . . . to what promises to be a valuable new resource for professional development. Come to the conference prepared to share your questions and insights on issues such as your role in creating a departmental culture focused on teaching and learning, coping with the changing role of faculty, and more.

Breakfast Roundtable

Monday, March 22, 7:00-8:00 am

Meet colleagues who hold your same position at other institutions and discuss common concerns. There is no formal presentation, simply an informal forum for talk over breakfast. Fee: $15, covers breakfast. Tables seat 8–10 people; indicate in box G on the registration form your first and second choice from the list below.

B-1 Provosts
B-2 Student Affairs
B-3 Deans
B-4 Chairs
B-5 Faculty Leaders

FEATURED Speakers

National Conference on Higher Education
March 20–23, 1999

MONDAY PLENARY

Howard Fuller is a distinguished professor of education and director of the Institute for the Transformation of Learning at Marquette University. The Institute aims at fostering a fundamental change in the way Americans learn and participate in a democratic society. Previously, Dr. Fuller was the superintendent of the Milwaukee Public Schools.

TUESDAY MORNING PLENARY

John Seely Brown is chief scientist of Xerox Corporation and the director of its Palo Alto Research Center. At Xerox he has been key to expanding the role of corporate research to include topics such as organizational learning and ethnographies of the workplace. His personal research interests include digital culture, ubiquitous computing, the management of radical innovation, and human learning.

KEYNOTE ADDRESS

Parker J. Palmer is a writer, teacher, and activist who works independently on issues in education, community, leadership, spirituality, and social change. In 1998 "The Leadership Project," a nationwide survey of 11,000 educators, named Dr. Palmer as one of thirty "most influential senior leaders" in higher education and one of ten key "agenda setters" of the past decade. "He has inspired a generation of teachers and reformers with evocative visions of community, knowing, and spiritual wholeness" (*Change*, Jan/Feb 1998). He travels widely giving workshops, lectures, and retreats, and has often been cited as a master teacher. His most recent book is *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*.

Moving? Clip the label below and send it, marked with your new address, to "Change of Address," AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

TOMAS RIVERA LECTURE

James Cummins is a professor in the Department of Curriculum, Teaching, and Learning at the University of Toronto. He has published widely in the areas of language learning, bilingual education, education reform, and the implications of technological innovation for education. Among his books are *Brave New Schools: Challenging Cultural Illiteracy Through Global Learning Networks* and *Negotiating Identities: Education for Empowerment in a Diverse Society*.

Sponsored by the AAHE Hispanic Caucus for all conferees.

TUESDAY AFTERNOON PLENARY

Elizabeth Kamarck Minnich is professor of philosophy and women's studies at the Union Institute Graduate School. She is the author of *Transforming Knowledge* (recipient of the Frederic W. Ness award for best book about liberal learning) and an editor of *Reconstructing the Academy: Women's Education and Women's Studies*. Dr. Minnich speaks and consults widely on issues of epistemology and democracy that challenge educational transformations.

OPENING PLENARY: PANEL DISCUSSION

An opening session to help you prepare to consider the changes necessary to "organizing for learning." Skilled moderator **Frank Newman**, president of the Education Commission of the States, leads a stimulating discussion of how higher education needs to change to meet the challenges of today's environment, and envision the partnerships necessary to achieve success. Panelists are leaders from the community, political, and corporate sectors, including former congressman **William H. Gray III**, president and CEO of The College Fund/UNCF.

Would you like to become a member of AAHE? You'll receive the *AAHE Bulletin* and *Change* magazine, plus save on conference registration and publications! Send email to info@aahe.org or join on the form inserted in the center of this issue.

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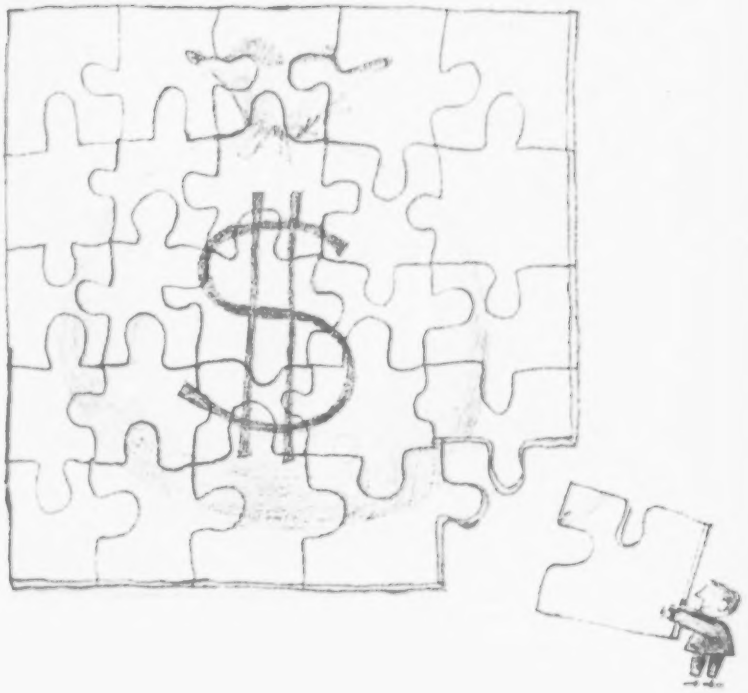
AAHE Bulletin

A Publication of the
American Association for Higher Education

For-Profit Education

What does it mean to be in it for the money?



What High-Tech Employers Want

K–16

A place for faculty work.

Also in this Issue:

- **Board Election Slate**
- **AAHE News**
- **Bulletin Board**
  by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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AAHE*Bulletin*

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For Profit

Application of the Corporate Model to Academic Enterprise

by Richard Ruch

Richard Ruch addressed higher education administrators and faculty at a recent AAHE conference. The following article is adapted from his comments.

It's time to reexamine some of the myths and realities of the for-profit sector of the higher education industry. It's a sector that's been around a long time: my organization, DeVry Institute, was founded in 1931, so it's not a new player in education. I've been fascinated by the amount of interest that now exists in what we're doing. I've been asked to meet with faculty members and administrators at other universities and colleges in the last couple of years, to talk about the differences and to talk about what we do and how we do it so efficiently.

There's a lot we can learn from each other. In the for-profit sector in the past 10 years, there's been a 110% growth in the number of institutions. What do you suppose the percent growth is for the nonprofit sector? None. In fact, 200 institutions have closed their doors in the last 10 years — that's an average of 20 a year.

When you think about proprietary schools, the easy conclusion is, "They're in it for the money." I've thought a lot about what that really means. In my previous incarnation as an academic dean in traditional higher education, I sat at a lot of lunches and dinners cultivating donors, because they had money and we needed it. And I have to think, is this about money? I sat in many meetings about downsizing, laying-off, and cutting back. So money is a big part of it for all of us in higher education, and I want to walk right up and face that reality.

Milton Friedman, the Nobel prize-winning economist, has long been an advocate of for-profit higher education. He made this statement in an article that appeared in *Forbes* magazine (May 27, 1991): "If you can't do it for a profit, don't do it." I can see that statement as a very hard and cold and highly capitalistic comment, but I can also see it another way: What's wrong with doing something for some kind of return, which we call profit? What's wrong with that? That's the question Friedman raises in this provocative article. He advocated that we drop the names "for-profit" and "nonprofit" in higher education and replace them with "taxable" and "nontaxable."

I want to make some distinctions between for-profit and nonprofit higher education institutions, beginning with how revenue is generated and accounted for. I mentioned that Friedman said that we should talk about taxable and nontaxable. Many nonprofit universities take in millions of dollars every year. We call it "revenue." Where does it go? How is it accounted for? Institutional mission is a second distinction. There is a difference between the focus of the mission at profits and nonprofits. And finally, language and culture. How does the language of business, the language of for-profit enterprise, impact an educational institution?

In terms of revenue, for-profits pay taxes on what's left after expenses. Nonprofits pay no taxes. That's a very fundamental difference in the way institutions have organized themselves as corporate entities. Nonprofits have donors, and for-profits have investors. One of our strengths at DeVry is private investment capital. We don't spend much effort raising money. As dean of academic affairs, I don't spend any of my time fund-raising. (Nor do I cultivate investors. That's all done by the corporate headquarters in Chicago.) Nonprofits have endowments, for-profits do not. We have return to stockholder's equity, and I think there's an interesting corollary there. In the for-profit sector, our stock is our endowment. Endowments and stockholders are both forms of investment in the institution's financial future. When investments are earning dividends, non-profits return a portion to the endowment fund, while for-profits return a portion to the stockholder.

One of the real advantages the for-profits have right now is they're extremely sensitive to the market, and they don't do things that the market doesn't want.

Nonprofits are knowledge driven, for-profits are market driven. "Knowledge driven" is again one of those catch-all phrases I'm using to explain what it is that drives us overall in our organizational mission. One of the real advantages the for-profits have right now is they're extremely sensitive to the market, and they don't do things that the market doesn't want. They don't continue to offer programs after the market has shown there's no demand. In fact, if the market does not show an increasing demand, the program is usually phased out or modified.

Nonprofits, I think, are also driven by what I'm calling a "prestige" motive, as opposed to the profit motive in the for-profit sector. What I mean by this is the pecking order. The list of best buys, the Ivy League, the second tier, whatever it is. Most of us have in mind a group of institutions that we aspire to be like, that we compare ourselves to. This prestige motive doesn't exist to the same extent in the for-profit sector: the profit motive replaces it.

Friedman suggests that nonprofit universities and colleges have a multipurpose mission that includes three major parts, and the mix is somewhat different from place to place: schooling, research, and building monuments. It's interesting to read Friedman about building monuments and what he means by that. He's really talking about the ability of universities to peddle immortality by putting people's names on buildings in return for big gifts. The nonprofit status of universities, Friedman says, is a prime selling point for building these monuments. For-profits don't build monuments because our mission is more focused on a singular purpose. We're in it for education, and we're not afraid to use the "T" word: training. But one of the things that many people don't know about DeVry is that it has a very rich curriculum and a highly credentialed faculty in the liberal arts and sciences as well as the technical disciplines. The liberal arts and sciences and humanities are very much a part of a DeVry education. But our focus is to teach skills and competencies, so that students can launch a career at the end of their experience. We're much less concerned that they love Great Books, although we teach Great Books. We try to pay attention to what students are ready to learn, what they must know to be successful in a high-demand occupation. We set up a very rigorous and applied curriculum to provide them with that knowledge. And if we tweak interest in Great Books, that's great, we love that. But it's not the primary reason we attract students.

DeVry is a privately funded company traded on the New York Stock Exchange. It includes three divisions: the DeVry Institutes of Technology, the Keller Graduate School of Management, and the Becker CPA Review Course. We don't do distance education; we have 16 traditional campuses (48,000 students) in nine states and two Canadian provinces. We offer degree programs in only technical fields for which there's a high occupational demand, such as telecommunications management, electronics engineering technology, and computer information systems. DeVry has had a 93–97% placement rate for each of the last 10 years. That's what drives the whole system; it's the ultimate outcome measure. Do students graduate, and, most importantly, do they get placed within six months of completion?

In terms of budget, DeVry spends an average of $6,940 every two semesters to educate a student in one of its four-year accredited programs. Public four-year universities in the United States budget an average of $17,026 every two

semesters to educate a student. Private institutions are somewhat higher, at $23,065.

How do we create those efficiencies that make such a difference? First of all, we offer degree programs in only high-demand fields. DeVry spends a lot of energy doing market research. The decision to offer a new degree program at a nonprofit institution, in my experience, is often at least as much a political decision as a market decision. But DeVry determines where the job market is going, where occupational demand is, and quickly aligns its programs with that reality. And it does so with a high measure of quality. If you look at our course catalog, you'll see that it's very rich in deep curricula. We go beyond the minimum requirement for regional accreditation. We integrate and apply the liberal arts and sciences. Almost all of our courses have labs. Anything we can think of to apply, we apply. That's our particular approach.

Faculty are deployed to teach, and research is optional. Now here's another area of tremendous efficiency. At most institutions, faculty are released from a third to a half of their time to do research. At DeVry, faculty are deployed 100% of their time to teach. Many of them do scholarly research and work, as well. Of the 62 full-time faculty at my campus, last year we had four textbooks published, and a good number of peer-reviewed journal articles. The faculty aren't required to do that — they do it because they've been trained to do it, and they love to do it. It's part of their own expression as professional educators. The level of scholarly productivity is somewhat lower because it's not part of the mission, but it's been interesting to me, especially as I've hired more and more faculty out of the traditional sector, that they have continued to do their scholarly work.

We have sabbatical programs that are very active, so we do recognize the need for people to take time off to get into research and other kinds of scholarship, but, essentially, faculty at DeVry teach. There's a high level of accountability, and there's no tenure. Of the 62 faculty, about a third have been there more than 15 years. Some have been there more than 25 years. Deans conduct an annual performance review for each of their faculty, and it's very rigorous. Essentially, if you're not a good teacher and your performance doesn't improve, your contract isn't renewed. So we don't have a large faction of disenfranchised faculty. The faculty who stay are good and they like DeVry.

Customer service is very important. An increasing share of our students are adults returning to college. Of the 3,400 students on my campus, about half are older than 25, and the average age of students within that half is 33. A lot of people with families and jobs are returning to school, and DeVry is one of those places where they turn their lives around. We pay attention to how we support them. We don't have sports teams or most other kinds of recreational activities. We offer education: classroom instruction and lab work. There's a very good library, a student lounge area, a commons area, and a daycare center at my campus.

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We're very much attuned to providing the services our student customers need to be successful, but we're careful about what we provide. One of the things that we spend quite a bit of money and energy on is student counseling. We have found a direct relationship, and the student affairs literature bears this out, between students who have strong counseling support early on and completion rates, one of our measures of success. A lot of students are juggling home and work and school. So we have rather dramatically increased the resources we put into personal counseling: something short of therapeutic counseling, but something more than just career advising. And we refer students who need more than that to outside agencies.

There have been some interesting studies lately that have shown that a mild depression is almost epidemic among today's college students. Not a depression serious enough to be treated with psycho-pharmacology, for example, but a low-level depression that is very well documented and affects student performance. We would like to help students find a way to make it through this experience and get to the other side having learned something and gained something valuable.

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We've made customer service part of the language at DeVry. We refer to deans as "academic managers" also. That type of language begins to reshape the job in rather dramatic ways. Deans are expected to be regular visitors in classrooms. It's part of our culture that someone is going to walk into class and sit down to observe. Students see that as "somebody cares what's going on in here." Faculty have come to see it as a form of support — Do you need more instructional technology, is your audiovisual equipment okay? Deans are expected to be visible in the classroom because they are charged with managing the academic experience of students and evaluating the performance of the faculty. One of the things that I've learned in the last couple of years is that DeVry is most profitable when we're serving our student customers well. You cannot be profitable and not serve customers. Eventually, you'll fail. We know this in every other service industry; why shouldn't it be true of ours?

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Efficiency is possible because quality drives profitability. Again, when you study the for-profit sector, you'll be surprised, I think, by the level of quality that you see. There's an assumption that the for-profits do just enough to turn that profit. But we've discovered that quality is the name of the game. We have always gone for the highest level of accreditation possible in each of our programs. Our electrical engineering technology programs, for example, are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET).

So looking at those distinctions and the culture at DeVry, let me summarize what I think are some of the advantages of the for-profit sector. First is having a tightly focused mission. I think that those institutions with tightly focused missions are generally the ones that have been the most successful in the past decade. The for-profits don't do some things; we're not trying to capture everybody's market. We select four or five programs that we think we can run very successfully and focus on those. We're highly responsive to the changing market conditions, and that's a second advantage. Again, it's the difference between a prestige-driven and a market-driven organization. We watch the market very, very carefully. Third, the for-profits find operating efficiencies that enable them to lower the cost of providing a high-quality educational experience. This is where the blend of being both a business and an educational institution pays off. Class scheduling, deployment of faculty, and use of space are all managed carefully. Finally, the availability of private investment capital provides the for-profits with the financial resources and financial security needed to continually invest in the quality of instruction.

Finally, let me admit to being a relatively recent convert to for-profit educational institutions. There was a time when I thought that profit motive and educational mission could not coexist. I didn't know why I believed this — I think it had something to do with "nonprofit" sounding more noble than "for-profit." Since coming to DeVry, I've discovered that the profit motive can, in fact, work very well with an educational mission. I have seen firsthand how the greater level of accountability in a for-profit environment can work to improve quality. I've also seen that the distinction between for-profit and nonprofit is blurry and really boils down to how revenue is accounted for and whether the organization pays taxes or not. And when a faculty member stands in front of a classroom of students and they engage in the teaching and learning process, tax status really doesn't matter at all.

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Liberal Arts for Business: A Partnership Built by Faculty

by Michael Rao

Before becoming chancellor at Montana State University Northern, Michael Rao was president of Mission College, in Santa Clara, CA. Write to him at MSU Northern, 200 Cowan Hall, Havre, MT 59501.

Mission College, a public community college in the heart of California's Silicon Valley, began a strategic process in 1994 to establish meaningful relationships with the dynamic business community that surrounds it. A faculty internship program was initiated to bring faculty and business leaders together in the work environment. As we moved beyond superficial discussions to ongoing forms of professional exchange, we were surprised at how quickly the dialogue shifted from support for students' technical preparation to a need for education in liberal arts and sciences for the college's technical graduates. We learned that businesses competing in a global marketplace are not looking for skilled technicians; they're seeking well-rounded workers who can think critically, apply knowledge, and communicate with others. By working on a day-to-day basis with employers, faculty members helped employers realize that communication skills were more important than technical skills. By forging stronger links with the business community, we found powerful allies who could help us build the kind of institution — and community — we were seeking.

When Mission began developing stronger partnerships with high-tech firms, the college did not have a large number of humanities majors. It still doesn't. But it offers a lot more humanities classes now, and they are full.

Strategic Vision

Mission College's attempts to strengthen its partnerships with the business community began with strategic planning. As a public community college in California, Mission provides academic/transfer education, workforce preparation, remedial education, instruction in English as a second language, community service programs, and many other functions. During the first half of the '90s, as California faced its worst economic downturn since the Great Depression, Mission faced significant budget shortfalls and was forced to trim services. At the same time, the demand for programs in workforce preparation was rising dramatically. In response to these and other challenges, Mission College undertook a strategic planning process to focus resources on the most pressing needs of its region and its students.

The process took a year to complete. Faculty, students, staff, business leaders, and other community representatives joined together to produce a one-page mission/vision statement that aligned the college with the dynamic social and economic community that surrounds it. Most people know that Silicon Valley is one of the most vibrant high-tech areas in the country. Many are not aware, however, that it is also one of the most culturally diverse areas in America. The strategic vision that drew support from all partners in the planning process emphasized a learner-oriented curriculum that promotes communication and rich cultural diversity within a high-tech business environment. We identified 16 goals that establish and confirm the institution's core values. We also listed

several strategies beneath each goal to foster specific institutional changes and to provide a yardstick for evaluating progress.

Changing Needs

It has been known for some time that employees in such areas as computer networking, graphics, software development, and engineering are required to work independently and in teams to solve problems and develop new products. People in these kinds of positions are also expected to adapt quickly to technical breakthroughs. We learned, however, that even manufacturing positions are beginning to experience these kinds of work conditions. The *San Jose Mercury News* reported in 1996 that machine operators in a Silicon Valley firm are "being replaced by 'self-sustaining technicians,' who are expected to analyze data on the machine's performance, decide whether it's operating within tolerances, troubleshoot problems, evaluate and train other workers, and work in teams to implement quality improvements." Rather than handling metals or plastics, for instance, factory workers must process data about those materials. Instead of submitting that data to a supervisor for review, workers must collaborate to make qualitative adjustments on the factory floor.

These kinds of changes are perhaps more conspicuous in the technological firms of the Silicon Valley, but they are becoming more prevalent in other industries and areas as well. Tony Zeiss, in *Developing the World's Best Workforce* (American Association of Community Colleges, 1997), predicts that, if America is to stay at the forefront of a truly global economy, "front-line workers will be expected to have essentially the same broad set of skills previously required only of supervisors and managers." The implications for higher education are profound: they suggest that pure "technical training" does not meet the long-term needs of the workplace.

Time reported in January 1997 that in the Silicon Valley there is only one qualified applicant for every two jobs available and that 18,000 high-tech and managerial posts remained unfilled. In January 1998, the *San Jose Mercury News* reported that one in every 10 information technology jobs in the United States remains unfilled (according to a study by Virginia Tech). If the United States is to maintain its edge in a global marketplace dominated by information technologies, then America's colleges and universities must provide more students with the wide-ranging skills needed to perform effectively in today's marketplace.

High-tech industry seeks employees who can:

Understand data and apply learning

- predict how one piece of data can affect an entire process
- organize wide ranges of narrative or computational data into useful information through basic computer applications
- evaluate performance quickly and competently, such as the performance of machines in automated systems, the performance of teams of coworkers, and the employee's own job performance

Think and function independently

- adapt to unforeseen circumstances with minimal supervision
- foresee and solve problems; troubleshoot
- take charge of their own career education

Communicate and work effectively in teams

- work in cross-cultural teams to accomplish tasks
- employ the social skills necessary for intercultural understanding
- present information coherently to coworkers and supervisors, including people who have limited English proficiency and/or are from different cultural backgrounds
- help to train others

Substantive Professional Exchanges

Faculty members were impressed by the participation of business representatives during the mission-review process. We approached CEOs about creating ongoing discussions between faculty members, mid-level managers, and technical employees concerning new work environments and required employee skills — discussions that were expanded through the creation of curriculum-development teams. In setting up these teams, we found that company participation was successful only when supported by upper management. CEOs need to know from the outset that the dialogues require one

day of employee time each month, not merely technical support on a case-by-case basis. These teams continue to meet regularly and have direct input on developing curriculum and assessing its effectiveness, although the final decision on curriculum implementation remains with faculty.

Mission College's most successful initiative involved collaboration with private enterprise to provide faculty members and students summer internships in wafer-manufacturing facilities. The program sends five to 10 Mission College faculty — and additional high school instructors — as paid workers to Intel Corporation, where they learn firsthand about the work requirements of high-tech industries. Not surprisingly, faculty members have found that the workplace is rapidly changing.

The Needed Skills

As faculty and company representatives developed long-term relationships through curriculum-development teams and summer internships, businesses shared their frustrations in developing the skills of their employees. Mid-level managers told us that many of their technical specialists are wizards in front of computer screens but cannot make presentations to other workers. They said that many of their companies' brightest Ph.D.'s have limited English-speaking skills that prevent them from sharing their ideas. Some technicians admitted a difficulty contributing effectively to project teams because they are not experienced in working with people from other cultures. Human resource specialists told us that many of their companies' newest workers score well on tests but cannot perform independently or apply their knowledge to changing conditions.

As business representatives had the opportunity to voice these concerns, they actively promoted curricula designed to enhance the adaptive, critical-thinking, and communication skills of their prospective employees and coworkers. They were particularly supportive of curricula that require students to apply these three kinds of skills while in college. And they described a new kind of work ethic that permeates the high-tech environment: the ability and desire to engage in lifelong learning. In 1996, the National Center for Research in Vocational Education reported that "the ability to take charge of one's own learning at work is becoming increasingly critical for success in a fast-changing economy." Apparently, one of the most marketable skills today is an eagerness and a capacity to continue learning (see box).

The faculty internships at Intel were tremendous successes. They served as opportunities for faculty to influence corporate leaders and workers, while corporate leaders and workers were able to share work culture and business procedures with faculty. Faculty demonstrated a stronger sense of the environments that many of their students would soon enter (or had already entered); faculty members were granted an opportunity, at their choosing, to work in an environment that was often completely different from any they had experienced; and faculty appreciated the additional income, paid entirely by employers.

Workforce Preparation in a Liberal Arts Context

As professional exchanges with high-tech businesses were getting under way, most college participants expected industry people to favor development of more hands-on classes in specific technical areas. What we found led us to clarify Mission's core values:

Traditional skills associated with liberal arts and sciences — understanding and analyzing information, thinking critically, and communicating effectively — are some of the skills most needed and valued by employers.

Cognitive skills must be combined with experience in applying knowledge to specific circumstances (including but not limited to technological applications), in working collaboratively with people who are from different backgrounds, and in developing a commitment to lifelong learning.

Mid-level managers told us that many of their technical specialists are wizards in front of computer screens but cannot make presentations to other workers.

As faculty participants realized that strengthening their relationships with private industry could actually fortify the importance of liberal arts and sciences, they became more active in transforming their curricula to include examples, activities, and materials that build on the practices of the surrounding business community. Some faculty members had

been working for years to adapt their curricula to include real-life situations, by assigning open-ended problems that prompt students to connect traditionally separate academic disciplines, using materials that approach students from their own cultural perspectives but also engage them in understanding other cultures, setting up assignments that rely on peer collaboration, and requiring students to report their findings to their class or to other classes. These approaches proved particularly effective in transforming and revitalizing the liberal arts curriculum. Just as the 1994 strategic planning process helped the college clarify its own values and goals, the curriculum-development teams and summer internships prompted faculty to enhance their communication with each other about their most successful teaching practices.

Partnerships with industry do not offer panaceas for resolving the challenges facing higher education, but they offer new avenues — and allies — for promoting student learning.

On a campus-wide level, Mission College reworked its degree requirements so that each program was composed of a majority of liberal arts and sciences classes. Mission also instituted a new program in semiconductor manufacturing, establishing full-time faculty positions in that area. Two-thirds of the coursework required for this specialization is in liberal arts and sciences, with an emphasis on communication. Mission involved regional high schools by allowing community college credit for some classes completed on high school campuses. Mission negotiated with San Jose State University so that all coursework for Mission's associate degree in semiconductor manufacturing would count toward San Jose's bachelor's degree in "mecha-tronics" — the marriage of mechanical engineering and electronics.

Rather than asking for funding from corporate partners to establish the semiconductor program, we shifted resources to establish the program ourselves. Two major corporations responded, however, by contracting to provide entire degree programs on their sites. At National Semiconductor, Mission College offers liberal arts and business degrees on National's corporate campus. At Intel, Mission offers its full program in semiconductor manufacturing, including all liberal arts and sciences requirements. And many of the faculty involved in teaching on these corporate campuses are already familiar with these environments, having worked there as interns.

Forging Partnerships

Colleges and universities have the opportunity to develop more substantial, long-standing relationships that can enhance the business community's sense of responsibility for higher education's aims for the community at large. We learned that these relationships must be made at the right level: between faculty and technical and middle managers. Partnerships with industry do not offer panaceas for resolving the challenges facing higher education, but they offer new avenues — and allies — for promoting student learning. Some aspects of that learning, of course, must involve understanding the limits of the business world in providing for all individual and societal needs. However, as students develop broad capabilities in problem solving, critical thinking, and sociability, they are able to participate more fully not only in economic life but also in social and civic life, while enhancing their capacities as humans. Bringing faculty together with management and technical staff in the corporate environment, primarily through faculty internship experiences, helped enormously in promoting greater understanding of these ideas.

Solving a "Higher Ed Tough One"

by Dan Tompkins

The rewards system should make a place for faculty work with K–12.

To one unfamiliar with the inner workings of universities and schools, the term "school–college partnerships" has its ironic side. It implies a marriage, a bringing together of separate entities in a new structure. The novice might ask, But is there not a natural continuum of learning from childhood through the early adult years? What act of violence so shattered that natural relationship between higher education and schools that it has to be reconstituted from its parts?

Further, those who have worked in either K–12 education or universities, or both, know that the relationship has never been a marriage but only a stormy courtship at best. A recent essay by Theodore Mitchell and Lawrence Torres in *Higher Education and School Reform* (Jossey-Bass, 1998) reveals, for example, that in the period from the mid-nineteenth century to 1920, universities asserted their primacy over secondary school curriculum and teacher training in an atmosphere tinged with contempt for lower orders. As University of Chicago president William Rainey Harper pondered whether to continue on the Chicago Board of Education more than 100 years ago, he was told by a board member, ". . . you cannot handle dirt without soiling your clothes." Mitchell and Torres describe the universities' interventions in secondary school curriculum establishment and teacher training as acts of "intellectual colonialism," and it comes as no surprise to learn that the universities' high-handed assertiveness engendered growing resistance from teachers in the early years of this century.

They conclude their essay with an ominous statement by president Charles Eliot of Harvard in 1920: "We have successfully demonstrated in the course of the last fifty years that improvements in education come from the top." Also in that volume, in a similar vein, Patrick M. Callan notes considerable alienation and opportunism in modern higher education: "The colleges and universities have not, to say the least, been a major force in the school reform 'movements' of the last decade and a half. They have participated to the extent that the reforms were compatible with their own traditions and conventional practices . . . and when they could support reform on their own terms."

Regardless of one's experience with K–12 and university education, this diptych of essays is sobering and salutary. It alerts enthusiasts for school–university collaboration and school reform that the ground they wish to cultivate teems with land mines. Anyone who has worked this terrain can testify to the residues of hostility, indifference, and avoidance left by past encounters. Further, she or he can report on the difficulty of joining two separate organizations to facilitate collaborative and reform-oriented work of individuals in those organizations. Inclusion of such work in the faculty rewards system is virtually unknown. In fact, many who enter this scene might well be deterred from remaining.

Another of Callan's claims, that "the public schools cannot meet the demands of the new century by going it alone," lies at the heart of efforts undertaken by four universities in a FIPSE-funded project "The Higher Ed Tough One." (See box on page 13.) Collaboration is going to be necessary, and among three, not two parties: colleges of education, colleges of arts and sciences, and public schools.

Teachers and teacher candidates come to a university for their educational and

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professional preparation. Colleges of education send their students across the campus to acquire "content knowledge," itself a term redolent of alienation and sundered ties. Especially in research-oriented institutions, the lack of serious discussion of teacher preparation or public schools testifies to a profound and damaging disaffiliation amongst individual colleagues and whole organizations. It also suggests a denial of the cyclical process in which we in education all work: high school student enters university to be taught by professors, becomes a teacher, teaches high school students, who enter university to be taught by professors. . . . Arts and sciences faculty encounter the problems of public education every time they read an ill-prepared student's essay or encounter innumeracy in the classroom. Often enough, they are so discouraged by the general level of student preparedness for university work that they retreat to upper- or graduate-level courses in their major field, grateful at last to work with a small number of truly qualified students.

But "truly qualified" students are not, as faculty might wish, spontaneously generated. They are products of good schools, trained by good teachers. Perhaps ironically, one goal of K–16 collaboration — to produce better students for university faculty — can be attained only when these faculty join in producing that environment. Without this engagement, the opposite might well happen: The pool of outstanding students will continue to shrink, bringing further frustration to university teachers and continuing the current cycle.

In an essay in *The Responsive University* (Johns Hopkins, 1998), Roger Benjamin and Steve Carroll have remarked on the awkward structure of most academic units. Verticality — "stovepiping" — is the dominant configuration. At many universities, the schools or colleges, each maximally motivated to improve its own act without great concern for the folks next door, pursue uncoordinated goals. One is reminded of Mediterranean cultures that preceded the era of central governments: Among the Mani in southern Greece, each family had its own stone tower, sometimes with artillery, for moments when civic association withered. Though grateful that schools and colleges exist in an age of gun control, we remain concerned by the lack of horizontality, the failure of units to work together for common goals — especially when those goals include shaping the minds of Americans. Future teachers require training in the sciences, humanities, and social sciences as well as educational psychology and methodology. A university structured to encourage faculty to cooperate in this process will clearly succeed better than one that keeps them apart. Just as essential as intercollegial cooperation in the area of teacher preparation and faculty development is vertical cooperation with schools. A new effort at collaboration will, to be sure, require university-level faculty to provide assistance to schools and teachers. But it will also require them to work *with* teachers toward a common goal of student learning and success.

It is the university side of school–university collaboration that has occupied our project team since 1995 on four campuses — Temple University, California State University Northridge, University of Texas at El Paso, and University of Southern Colorado. We began with high hopes of bringing increased rewards and recognition to faculty engaged in improving elementary and secondary education, and have succeeded to some degree in getting departmental or university-wide tenure and promotion guidelines rewritten and in winning other sorts of reward. We have, however, become aware that making these changes is going to be a long struggle.

We see two large forces making change likely in the future. One of these is internal, and was alluded to in my remark about spontaneous generation above. As universities become more concerned about the sort of "product" they are receiving from high schools and more concerned about new competition for enrollment, logic would dictate their increased collaboration with K–12 educators to improve this product — through engagement in preservice or inservice teacher development, rethinking how we teach at the university, shared research on learning, or joint efforts at curricular improvement. Such activities would not be "service" in the pejorative use of the word sometimes accorded citizenship activity such as campus committees or community volunteering. Instead, they are acts of scholarship, motivated as much by faculty and institutional self-interest as by philanthropy.

The second force is exogenous. Legislators are aware of increasing constituent complaints about the quality of education that universities provide, and in some cases are eager to strike a pose as proponents of good teaching. They are placing demands on universities and their faculties to decrease the waste of time and money in transition between elementary and secondary education, between high school and college, or between community college and four-year institutions.

Universities also stand to benefit from faculty engagement in the K–12 schools if we accept other evidence that faculty activity outside an institution is often highly valued by society. The ability of the faculty at the University of Minnesota, for example, to demonstrate to journalists and others the economic benefits that faculty activity brought the state is credited in part with preventing an attempted change in tenure codes there. Regardless of other benefits derived from community activity, universities that practice community engagement are receiving increased recognition and favor for it.

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Logic, in short, might seem to dictate a change in faculty rewards structures, as universities act out of enlightened self-interest. One of the goals of our project is to prepare for this eventuality by exploring the nature of faculty work and the rewards systems most supportive of it. Another is to help bring about the changes in rewards structures by showing administrators and faculty governance units that K–16 collaboration contributes to university survival.

If we faculty make this case convincingly, rewards should follow. Arguments such as this, accompanied by action, are likelier to succeed than will changes in policy absent changes in practice.

Dan Tompkins was director of "The Public Schools Rewards Project: A Higher Ed Tough One" and is professor of classics at Temple University. Contact him at dtompkin@thunder.ocis.temple.edu. This article is adapted from his prologue to AAHE's just-released publication *Making a Place in the Faculty Rewards System for Work With K–12: A Project Report of Four Universities* (1999).

About "The Higher Ed Tough One"

"The Public Schools Rewards Project: A Higher Ed Tough One" had as its goal to "make a place" for faculty work with K–12 schools — that is, to prompt colleges and universities to alter their faculty tenure, promotion, and merit criteria to recognize K–16 collaboration as a scholarly act worthy of respect and reward.

Cover by Janice Mauroschat Design

As proposed by AAHE in collaboration with Temple University, the three-year, FIPSE-funded project involved four campuses — Temple University, University of Texas at El Paso, University of Southern Colorado, and California State University Northridge. The campuses would use grant funds to form project teams of faculty, each of which would undertake common but independent activities: to assess the institution's existing policies regarding K–16 work, to target departments hospitable to alternative rewards criteria, to develop and then get the institution to implement the criteria in those departments, and to get additional departments on campus to take up the new personnel policies.

The project anticipated that by its third year, its participants would be ready to disseminate their local success by helping other campuses make similar changes in their faculty rewards systems.... But things didn't quite work out as planned.

A new AAHE publication, *Making a Place in the Faculty Rewards System for Work With K–12: A Project Report of Four Universities* (1999), recounts the project's context, course, and outcomes, both anticipated and actual. Detailed institutional case studies from each campus offer the organizational perspective; 15 personal essays from faculty and administrators active in K–16 work showcase its professional and personal effects.

The project achieved some, if mixed, success in getting the four project campuses to "include K–12 work in the mainstream of their faculty roles and rewards systems, both as described in policy and as enacted in the daily lives of their faculties," writes report coeditor Crystal Gips. And her 50-page overview of the project suggests "strategies to help others advance the agenda at their institutions more quickly than we have done at ours."

At the same time, she concludes, "In reflection, the project participants view the relationships between the map created in the [grant] proposal and the ground over which we actually traveled to have provided us with a journey through which we learned far more valuable lessons for higher education at large than we would have gained from a smooth run along the route we charted in advance." Among 15 such "valuable lessons" offered are these:

- An institution's view of itself with respect to the community in which it lives appears to make a difference in the degree to which faculty recognize the work of the community as their work.
- The extent to which the university mission recognizes a commitment to collaboration with the public schools, both in writing and in action, affects the degree of emphasis in the rewards system on this kind of work. The recency of the mission's emphasis on K–12 collaboration also has an impact.
- The preexisting status of interdisciplinary work on the campus also affects the likelihood of faculty reaching across boundaries to the K–12 schools; perhaps even more significant, it also affects the tendencies of the faculty to link the disciplines and education in ways that are essential to the substantive reform of teacher education.
- Use of financial rewards to support departmental efforts with K–12 partners can lead to more-significant results than does rewarding individuals for their singular efforts.

To order *Making a Place* ($16 each/$12 for AAHE members; plus $4 shipping), contact AAHE Publications Orders, 202/293-6440 x11, pubs@aahe.org.

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AAHE News

Election Slate

This spring, AAHE members will elect by mail ballot three new members of AAHE's Board of Directors — a vice chair and two others.

The nominating committee — past chair **Joan Leitzel** and Board members **Carlos Hernandez, Althea Jenkins,** and **Leo Lambert** — and AAHE president **Peg Miller** spent December and January "meeting" by phone and following up on many suggestions. They are pleased to offer the following slate:

Vice-Chair (four-year term on the executive committee; chair in 2001–2002):

Antoine M. Garibaldi, provost and chief academic officer, Howard University

Roberta S. Matthews, vice president for academic affairs, Marymount College (NY)

William M. Plater, dean of the faculty, Indiana University Purdue University Indianapolis

Board Position #1 (four-year term):

David W. Breneman, dean, School of Education, University of Virginia

William B. Harvey, dean, School of Education, University of Wisconsin - Milwaukee

Mary L. Walshok, associate vice chancellor, University of California - San Diego

Board Position #2 (four-year term):

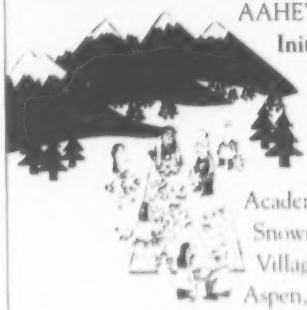
Wade Ellis, faculty member, West Valley - Mission Community College District

Audrey Harrigan, coordinator of welfare-to-work programs and faculty member, City University of New York La Guardia Community College

Dennis McGrath, professor of sociology, Community College of Philadelphia; senior fellow for assessment, National Center for Urban Partnerships

AAHE bylaws stipulate that additional candidates may be nominated by petition. Petitions must be submitted at the upcoming National Conference (March 20–23, 1999, Washington, DC) at conference headquarters (in the Marriott Wardman Park Hotel) by *midnight March 20*. For more information on petition requirements, contact Kathay Parker (x24), executive assistant to the president, kparker@aahe.org.

Fourth Annual Summer Academy



AAHE's **Quality Initiatives** will host its fourth annual Summer Academy at Snowmass Village in Aspen, CO, July 14–18, 1999.

The Summer Academy is a team-oriented experience designed to facilitate and deepen learning about student-centeredness through plenary sessions, team sharing, and sessions with AAHE senior staff members. The environment, enhanced by the inspirational setting of Snowmass Village, is designed for team building, sharing of ideas, learning, and reflection.

Last year's Academy drew 24 teams with specific project goals and left having made significant progress.

Devising an integrated model to assess the effectiveness of the new undergraduate program;

Redesigning the faculty reward structure to more effectively encourage faculty innovation;

Developing revised university vision and mission statements that focus on student learning.

This year's gathering will again involve teams from a variety of institutional types committed to **"Organizing for Learning,"** the central theme of the Academy. It will describe the Organizing for Learning concept and address impediments that participants may encounter as they strive for change at their home institutions.

Institutions that are committed to a student-centered culture and can demonstrate results in some aspect of organizational improvement are encouraged to apply. Information about the 1999 Summer Academy, including an application, can be found in the "Quality Initiatives" section of AAHE's website. The deadline for applications is *April 5, 1999*. For additional information, contact Teresa E. Antonucci (x34), program manager, tantonucci @aahe.org.

Assessment Conference Update

It's time to make plans for the **1999 AAHE Assessment Conference** in Denver, June 13–16. Special plenary speakers include **Sharon Robinson,** senior vice president and chief operating officer for the Educational Testing Service, and **John Biggs,** of the University of New South Wales in Australia.

To find out more, check AAHE's website (click on "Conferences") or contact Catherine Wehlburg (cwehlburg@aahe.org) or Karen Kalla (kallak@aahe.org).

News continues on p. 16

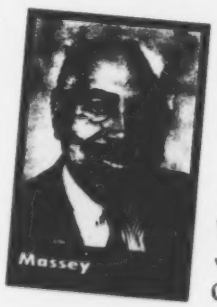
Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note ... do send me items, by mail or fax or to tmarchese@aahe.org.

FIPSE

The big buzz of the past month — judging by your calls and emails — has been the Department of Education's decision to pull the plug on FIPSE's annual grant competition, after 1,700 people (including lots of members) went to the trouble of submitting a preliminary application.... The sorry saga of how individual colleges paid six-figure sums to well-connected lobbyists, then got their pet projects tucked into the higher ed appropriations bill (thanks to Senator Arlen Specter, among others), confirms every bad thought you've had about how things really work in Washington.... Truth to tell, senior execs at the Department barely went to bat to protest the gobbling up of FIPSE funding.... But if *you* care about FIPSE, now's the time to let your congressional delegation know.... It may be too late for this year, but not for next.


Massey

Doings

Morehouse president **Walter Massey** keynotes this month's American Council on Education annual meeting ... on a recent visit to Morehouse I learned how much the former NSF head was ready to shake things up there: On tap for students is mandatory computer ownership, a competency-based curriculum, and heavy doses of undergraduate research.... After years of moans and groans about the distortions imposed by *U.S. News* and similar magazine ratings systems, a think tank led by NCHEMS's **Peter Ewell** has come up with a plan, and the outlines of an instrument, for collecting better information about undergraduate performance ... a contract has been signed with Indiana U for the R & D work ... expect to hear a lot more about this Pew-sponsored venture soon.... Pew is also laying groundwork for reform of the Ph.D., has **Jody Nyquist** and colleagues at the University of Washington (206/543-6588) scouting for interesting, existing examples of changes in doctoral preparation.

People

Ran into Bradley president **John Brazil** at the AAHE Conference on Faculty Roles & Rewards in San Diego, got to congratulate him in person on his election to the presidency of Trinity U in Texas (its endowment is Texas-sized!).... Another faculty roles veteran, **Charles Glassick,** missed the meeting this year, busy as interim president of Converse College.... Best wishes to new chief academic officers **John Presley** (SUNY-Oswego), **Carol Browne** (Maine at Fort Kent), **Virginia Coombs** (Oklahoma City U), and **Heijia Wheeler** (Pensacola JC).... Northeastern Illinois's **Mel Terrell** is now filling two vice presidencies, student affairs and public affairs.... In the kind of move you don't see often, from the proprietary sector back to the collegiate, Sylvan Learning Systems' **William Durden** has been tapped for the presidency of Dickinson College.

Body Politic

Members in Minnesota say their new governor's first budget is pretty good, allaying some fears about the reign of Jesse Ventura.... One reason: his chief advisor on the social and human services side is none other than our own **Mike O'Keefe,** ex head of CAPHE and the McKnight Foundation.

Editorial

One of the very best editors in higher education has stepped down, as **Cheryl Fields** leaves the *Chronicle* after 29 years to become public affairs chief for the National Association of State Universities and Land-Grant Colleges.... Cheryl paid her dues as a reporter before taking over editorial responsibility for the Outlook ("B") section, making it one of the best things in the paper.... Among the items in Cheryl's new portfolio is work with the Kellogg Commission on the Future of State and Land-Grant Universities, chaired by Penn State's **Graham Spanier.**

Nyquist

Take Assessment Home

Architecture for Change: Information as Foundation is an exciting new AAHE publication featuring major presentations from the 1998 AAHE Assessment Conference in Cincinnati.

The volume consists of a foreword by AAHE's Barbara L. Cambridge, and seven essays:

- Blueprint for the Conference, *Margaret A. Miller, AAHE*
- Assessment of Programs and Units, *Jon F. Wergin, Virginia Commonwealth University*
- Assessment of Powerful Pedagogies: Classroom, Campus, and Beyond, *Jean MacGregor, Evergreen State College*

- Reinvigorating Science Education in the United States: The Importance of the Appropriate Assessments, *Bruce Alberts, National Academy of Sciences*
- The Malcolm Baldrige Approach and Assessment, *Sue Rohan, Malcolm Baldrige National Quality Award Program*
- Accreditation and Quality Assurance: Ambivalence and Confusion, *Judith S. Eaton, Council for Higher Education Accreditation*
- What Outcomes Assessment Misses, *Stephen C. Ehrmann, TLT Group*

The cost of the volume is $10 for AAHE members, $12 for nonmembers, plus shipping. To order, please contact the Publications Orders Desk (x11), pubs@aahe.org.

CALENDAR

1999 AAHE National Conference on Higher Education. Washington, DC. March 20–23.

- Special Hotel Rates Deadline. *February 18, 1999.*
- Early Bird Registration Deadline. *February 20, 1999.*

TLT Group Catalyst Institutes.

- Georgia Institute of Technology. *March 25–26.*
- Nicholls State University. *April 9–10.*

1999 AAHE Summer Academy. Aspen, CO. July 14–16.

- Application Deadline. *April 5, 1999.*

1999 Assessment Conference. Denver, CO. June 13–16.

- Early Bird Registration Deadline. *May 7, 1999.*
- Regular Registration Deadline. *May 24, 1999.*

1999 TLT Group Summer Institute. Williamsburg, VA. July 8–12.

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AAHE Bulletin

A Publication of the
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

Multiculturalism

Two programs; five lessons.

Campus Collaboration

Connections between academic and student affairs.

Problem-Based Learning

Also in this Issue:

- **AAHE News**
- **Conferences**
- **Bulletin Board**
  by Ted Marchese

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Building Multiculturalism Into Teaching-Development Programs

by Constance Ewing Cook and Mary Deane Sorcinelli

Cook

Sorcinelli

Two of the hottest topics on campuses across the country are multiculturalism and teaching improvement. Some campuses work on both topics together.

The 1990s may be remembered as the decade of teaching improvement. As colleges and universities have accorded more priority to student learning, especially in undergraduate education, they have offered greater teaching support through consultation services, funding incentives, and programs that let instructors share ideas across disciplines. At some institutions the provost's office administers these initiatives; at other institutions it is a faculty member, often on a part-time basis. Increasingly, however, the campus teaching center has the responsibility. Such centers exist at many public and private colleges and universities, with more established every year.

No matter where teaching-development programs are housed, many campuses have not yet incorporated multiculturalism into them, for several reasons. First, institutions have tended to focus such efforts on students, suggesting that diversity concerns are a student-development rather than a teaching-development issue. Second, many faculty and graduate student teaching assistants (TAs) are reticent about issues of diversity in the classroom. Finally, initiating diversity programming is risky; discussions on many campuses have been clouded by inadequate prior efforts.

Despite these challenges, our campuses, the University of Massachusetts, Amherst, and the University of Michigan, Ann Arbor, treat multiculturalism as a critical component in our teaching-development programs. The results of a recent public opinion poll show that there is broad support for the type of student learning outcomes our centers are trying to help teachers achieve. The Ford Foundation's Campus Diversity Initiative commissioned the first-ever national poll on diversity in higher education. The results, released in October 1998, show that 94% of respondents believe "it is important for colleges and universities to prepare people to function in a more diverse work force," and 71% believe that "diversity education on college and university campuses helps bring society together." Even more relevant to teaching development, 69% agree that "courses and campus activities that emphasize diversity and diverse perspectives have more of a positive than a negative effect on the education of students."

It is affirming to find this level of public support. Even so, those of us responsible for multicultural teaching-development programs sometimes face charges of political correctness. We counter that our work is responding to the changing demographics within and beyond our campuses; exploring the genuine diversity of ideas, beliefs, and world views; and promoting community and mutual respect, both within and outside the classroom. We believe that a good education is one that incorporates and honors diversity, fosters critical thinking, and creates a more inclusive student learning environment. At our centers, we seek to demonstrate the range of possibilities for multicultural teaching and learning, rather than prescribing a single perspective.

It is our purpose here to explain how such an agenda operates in our respective teaching centers, the Center for Teaching (CFT) at the University of Massachusetts and the Center for Research on Learning and Teaching (CRLT) at the University of Michigan. We also wish to share the lessons we have learned with center colleagues and others eager to initiate something similar or gauge the progress of their own programs.

Embedding Multiculturalism in Teaching-Development Activities

While our centers maintain balance so that multiculturalism is only one emphasis in our teaching-development work, we do try to infuse diversity awareness into all programs and services. For example:

Consultations for individual instructors. As we at CFT and CRLT consult with instructors, we may discuss how to teach students who have a variety of learning preferences and needs, or we may strategize about ways to handle sensitive topics and emotional discussions in the classroom. We often suggest classroom assessment techniques and mid-semester student feedback so that instructors can better understand the learning process and the impact of their teaching on all students.

University-wide orientations. In our orientation programs for new faculty and, separately, for new TAs, our centers typically include sessions in which a panel of students with diverse backgrounds and characteristics talks about how instructors can help students learn. Not only does this session provide tips for new teachers, it also serves as a reminder in our large institutions that the sea of student faces is composed of individuals with myriad perspectives and needs. We sometimes have panels of faculty who discuss the excitement of teaching in a diverse classroom, and we ask faculty with various backgrounds to share the ways in which their own identities have an impact on their students' learning.

University-wide workshops and programs. Our teaching centers present workshops and other programs for faculty and TAs each term, and topics vary. They can range from interactive lecturing to building Web pages. To infuse multiculturalism into the workshop series, we now include subjects such as "Moving Toward an Inclusive Classroom," "Gender and Authority in the Classroom," and "Difficult Dialogues in the Classroom." Individual academic departments and schools often request customized programs, some of which directly focus on issues of diversity. CRLT offered a program for TAs in economics about the assumptions and biases embedded in introductory economics textbooks. At CFT, the School of Public Health hosted a pair of workshops for all faculty and TAs: one focused on changing student demographics, and the other on concrete tools for teaching in the diverse classroom. Both of our centers are working with professional schools whose accrediting bodies emphasize multicultural education to prepare students to serve an increasingly diverse client base.

Intensive seminars. At both centers, we have initiated intensive seminars that bring diversity issues to the forefront. At CFT, pairs of faculty and TAs from multiple disciplines engage in a year-long program to improve their understanding of the connection between diversity and teaching issues. There is a one-day immersion seminar at the outset, a monthly seminar on teaching and learning, individual consultations, and a department-based project designed by each team. At CRLT, the seminar takes the form of a two-day retreat hosted by the provost and attended by teams of faculty members from the schools and colleges.

Grants for individuals and departments. CRLT offers several grant competitions in which multicultural projects are one of the foci. Some grants go to groups of faculty or to academic units, such as the grant to the medical school for a session that prepares students for teaching diverse patients. CRLT has often funded, for individual faculty, the addition or evaluation of new course components to make them more relevant and appropriate for our diverse students. One grant, for example, funded an evaluation of the impact of Detroit community service projects on students' multicultural learning. CFT funds "Faculty Grants for Teaching" to encourage exploration of new and improved instructional approaches, including projects such as a video on the dynamics of intercultural groups, a course on the development of racial identity, and faculty training in techniques for creating and facilitating dialogue on issues of race.

Resources and publications. At CFT, we have developed an annotated bibliography of stimulating and practical works on the linkage between diversity and teaching and learning issues, called "Stepping Into Teaching and Learning in the Diverse Classroom." "Two Thumbs Up: A Selection of Teaching and Learning Videos" annotates videos on diversity issues. CRLT publishes Occasional Papers on various teaching-related topics, including "Students of Color and Their Perceptions of Faculty Behavior" by Mark A. Chesler, professor of sociology, and "Providing Support for Women Students in Science and Engineering" by Susan Montgomery, assistant professor of chemical engineering, and Martha Cohen Barrett, a doctoral candidate. All of these resources are available on our websites: www.umass.edu/cft and www.umich.edu/~crltmich.

Challenges and Lessons Learned

Successfully implementing a multicultural agenda presents challenges and carries an element of risk. Academic administrators on campuses without teaching centers may experience personal criticism if they infuse multiculturalism into teaching-development programs. For those in teaching centers, the centers themselves may be criticized, even when there is strong central support for their efforts. Teaching centers, like most central administration offices, are not

entirely secure entities. Their fortunes can rise and fall as key administrators, faculty opinion leaders, and campus funds come and go. For some centers and individuals, tackling the volatile multicultural agenda may only add to the sense of vulnerability they feel.

Furthermore, some individuals may feel unprepared both personally and professionally for the multicultural education they are trying to do. Many center directors and instructional consultants are white, and their understanding and sensitivity to diversity issues can be questioned. They often have expertise in a specific discipline and bring to their work more experience with issues of teaching development and student learning than with issues of social and cultural diversity. Since they have been trained in consultative, developmental, supportive models, they might be unprepared to respond to the emotion that some faculty and TAs bring to this topic.

Finally, many of our campuses have complex histories of social activism and multicultural education. Initiatives have occurred in disparate quarters, and there has been little cohesion among the variety of diversity agendas. For example, on both our campuses, training has been done by student affairs professionals and by human relations or affirmative action offices, as well as by committees or offices within the schools and colleges. Trying to collaborate and sort out agendas with all who share an interest in multicultural education may seem overwhelming.

Because of these challenges, and others, we considered the potential repercussions of multicultural programs as our centers began to undertake them. We wanted to avoid unnecessarily controversial programming and be sensitive to the needs and responses of faculty, administrators, and students. We wanted to involve all segments of our campuses and encourage them to share ownership of our initiatives. Here we suggest five general lessons and offer concrete ideas that might be of value to those doing or wishing to do similar work.

Build an Inclusive Framework for Multicultural Teaching

- From the outset, define diversity and multiculturalism broadly to include any difference that makes one teacher or learner unlike another. A broad definition typically encompasses gender, race/ethnicity, age, socioeconomic status, sexual orientation, disability, geographical region (both international and domestic), religion, and other characteristics that might affect teaching and learning.
- While defining diversity and multiculturalism broadly, focus especially on the issues the campus community considers very important.
- Interview various stakeholders to assure understanding and encourage involvement.
- Use representativeness across race, gender, rank, and discipline as a criterion for program facilitators. There may be special roles for campus activists, especially faculty who worked on the diversity agenda long before multiculturalism was specifically incorporated into teaching-development programs.
- Use similar representativeness as a criterion for program participant selection. Seek individuals who are not necessarily "in the choir."
- Create a network or forum to encourage faculty to share ideas implemented in the classroom, such as electronic message groups or a brown bag luncheon series.
- Focus on modeling collaboration (e.g., cosponsoring events with other diversity units on campus). Since other campus offices are already engaged in multicultural work, a teaching-development program should complement their work and should avoid superseding or duplicating it.

Move Multicultural (and Undergraduate) Education in From the Margins

- Focus the conversation on good teaching and learning rather than just "diversity," emphasizing that *all* students benefit from improvements such as more collaborative teaching techniques.
- Start with faculty who are committed and genuinely interested in diversity issues.
- Recruit and highlight respected faculty "stars," both teachers and scholars, who do good work or have special expertise in multicultural issues. After creating a critical mass, gradually reach out to more and more faculty over time.
- Build alliances with department chairs and deans and discuss with them how to support multicultural education at all levels: program, department, college, and whole campus. Encourage both disciplinary and multidisciplinary discussions.
- Use grants and other incentives to encourage course and teaching development, and provide resources for initiatives taken by academic units.
- Encourage faculty to document multicultural work to increase the likelihood that it will be recognized in the formal reward system.

Plan Carefully in Order to Offer High-Quality Programming

- Refer to the extant literature and research on multicultural teaching and learning.
- Investigate successful programs and strategies used on similar campuses.
- Provide professional development and team building for those who will be engaged in this work, and expect the process to move slowly.
- When possible, provide cofacilitators for programs. Two heads really are better than one.
- Connect with national initiatives, such as the Association of American Colleges and Universities's American Commitments project (www.inform.umd.edu/DiversityWeb) and the caucuses of the American Association for Higher Education (www.aahe.org).

Address Faculty Concerns About Multicultural Programs

- Define multiculturalism to focus on its core tenets of inclusion, attention to multiple perspectives, and mutual respect.
- Ask faculty what they think the problems and solutions are. There are always more questions than answers, but faculty discussion sometimes yields ideas that work for faculty members individually.
- Make the connection between multicultural objectives (e.g., inclusivity, active learning) and discipline-based priorities, particularly when there is no obvious multicultural content (e.g., in the natural sciences and mathematics). Recognize the need for *all* students to attain higher levels of competency.
- Create multiple points of entry for faculty and TAs, from readings on diversity, to webpages, to workshops, to intensive seminars.
- Avoid responding to all campus multicultural issues; focus multicultural program goals on only teaching and learning.
- Anticipate criticism, because working on diversity issues is often difficult and emotional. Be willing to listen and engage with critics.

Demonstrate That Multicultural Programs Bring About Improvement

- Multicultural programs may not draw the large attendance of technology workshops. Collect and show evidence that individual instructors and units request consultation and support for the challenges they face.
- Evaluate all workshops and programs to determine faculty satisfaction and track the development of new skills in teaching and learning in the diverse classroom. Anticipate that workshops on multiculturalism and diversity might get a more mixed response than those on traditional topics.
- Try to assess affective as well as cognitive dimensions of change that results from these programs and services. Their aim is to cultivate not only new knowledge but also an appreciation of differences and interpersonal understanding that will build community within our classrooms and support lasting change on campus and beyond.
- Gather evidence to demonstrate that the world outside the institution, especially employers, seeks students who have global competency and multicultural awareness.

Spanish essayist Jose Gasset remarked that "Effort is only effort when it begins to hurt." Building multiculturalism into teaching-development programs is never easy, but we have had much less "hurt" than could be the case. On both our campuses, a high-level commitment to multiculturalism has been sustained steadily over time. We regularly receive support from academic administrators and involvement from faculty leaders. They share our belief that teaching-development programs are incomplete without a multicultural perspective. To the detriment of both instructors and student learners, programs that ignore diversity are ignoring some of the most pressing issues of our time.

The authors acknowledge their center colleagues who have contributed greatly in developing and implementing the diversity agenda. They also thank the 55 participants in CRLT's 1998 Summer Institute, "Building Multiculturalism into Faculty Development," for important contributions to the ideas presented in this article.

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Connecting What We Know and What We Do Through Problem-Based Learning

by Claire H. Major

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The way we think about teaching and learning in higher education is changing. Our rhetoric illustrates this fact; we make assertions that undergraduate education is undergoing a paradigm shift, that the "learning revolution" has begun. Contributing to this change in perception is the cognitive research about the nature of learning. We know that students construct their own knowledge, that they benefit from working together, and that they do not all learn in the same way.

New powerful pedagogies, such as project-based learning, inquiry-based learning, case-based learning, research-based learning, situation-based learning, context-based learning, and problem-based learning (PBL), indicate that our techniques have, in fact, changed. Our actions are keeping pace with our words.

Definition and History

PBL is an approach to learning in which problems serve as a stimulus for students to gain course concepts and content as well as metacognitive skills. Generally PBL problems are ill-structured, based on real situations, and have more than one "right" answer. In the PBL environment, students confront a problem *before* they receive all of the information necessary to solve it. Students work in teams to define the nature of the problem, to identify what additional resources they need, and to find viable solutions. Faculty members act as facilitators by asking questions and monitoring group processes as students actively pursue viable solutions. Faculty members also guide students to resources. Students must generally reapply the new knowledge to the original problem and communicate the results of their findings. Among the anticipated outcomes of PBL are enhanced critical-thinking and problem-solving skills, research skills, communication skills, and content knowledge.

PBL has appeared in a variety of settings and has had many different applications. It has served as a framework for programs and curricula, as a guiding concept for entire courses, and as an instructional strategy in specific courses. PBL emerged as a curricular framework in medical institutions in the 1960s, in answer to criticisms of the inapplicability of memorization during the "information explosion," the fragmentation of the curriculum, and the lack of prepared graduates. The first institution to implement PBL was McMaster University in Canada, which designed the curriculum of its newly created medical school around PBL. Soon Maastricht University in The Netherlands and University of Newcastle in Australia developed programs in their new medical schools on the basis of the McMaster model. Some medical schools, such as University of New Mexico, developed parallel PBL tracks for small groups of students. Other medical schools redesigned traditional curricula to follow an adapted version of the PBL model: Harvard University is one example. Howard Barrows of the Southern Illinois University School of Medicine is among the leaders of PBL in the medical school setting, continuing his groundbreaking work in the field.

After its emergence in medical schools, many professional schools adopted PBL, responding positively to medical school findings about outcomes such as increased faculty member and student satisfaction and increased retention of content. The professions also recognized the need to improve critical-thinking and problem-solving skills among their students. In addition, PBL, with its focus on "real world"

problems, seemed a suitable strategy for the professions, which had to produce competent practitioners. Leaders in professional school programs include Donald Woods in engineering at McMaster and Wim Gijselares in business at Maastricht.

With recent charges to improve the quality of undergraduate education, PBL has continued to spread into the general undergraduate curriculum. The 1998 Boyer Report "Reinventing Undergraduate Education: A Blueprint for America's Research Universities," published by the Carnegie Foundation for the Advancement of Teaching, articulates these charges and recommends inquiry-based learning as a vehicle for improvement. Some colleges and universities are adopting such approaches.

One of the first institutions to use a problem-based approach in undergraduate education was Aalborg University, founded in 1974 in Denmark. Aalborg modeled its curriculum on project-based learning, which is a combination of PBL and project work. PBL represents about half of student activity, and one project usually takes an entire semester. Maastricht University also uses PBL across the undergraduate curriculum. PBL spread from Maastricht's medical school, and the faculty, including the arts and cultures and general sciences, fully incorporate it. Unlike Aalborg, however, Maastricht students analyze relatively short problems during group sessions.

In the United States, the University of Delaware offers PBL courses in sciences and social sciences, with funding from the National Science Foundation and the Pew Charitable Trusts. My institution, Samford University in Alabama, has recently begun an effort to implement PBL in the undergraduate curriculum and to research PBL in undergraduate education. The Samford PBL Initiative, supported by a grant from the Pew Charitable Trusts, involves redesigning core areas of its undergraduate curriculum. Five of Samford's eight schools are participating in the Initiative: arts and sciences, business, education, nursing, and pharmacy. Aalborg, Maastricht, Delaware, and Samford are examples of universities that bring together the concepts of teaching and learning through PBL.

Core Concepts of PBL

With the spread of PBL into professional schools and undergraduate education, PBL continues to evolve. Different institutions, disciplines, and faculty members have taken the concepts of PBL from the medical school model and considered how the learning strategy and its underlying values and concepts might be used to accomplish other educational goals and objectives. Yet several essential PBL concepts are consistent across many programs. These concepts arise from what we know about learning and what must happen to enable it.

Course and Curricular Design. One of the most fundamental elements of PBL is course design. At the outset of the design process, faculty members consider the essential concepts of their courses, identify clear goals, and know what outcomes students should be able to demonstrate by the end of the course. According to Peter Ewell, students learn from direct experience, and learning occurs best in the context of a problem (*AAHE Bulletin*, December 1997). In PBL, content and ideas are situated in the context of "real world" practical or theoretical problems that students must solve. These problems allow students to grasp basic course concepts and practice higher-order thinking skills. Faculty members work to design problems that help students achieve desired outcomes. Faculty members also design assessment strategies that fit the methodology and that measure student achievement, while giving regular and prompt feedback. Assessment is part of teaching and learning — not ancillary to it.

PBL at the course level helps students achieve problem-solving and critical-thinking skills. Some PBL advocates, but not all, believe that PBL must be a part of a larger curricular design. In this way, PBL provides a continuity of experience from course to course. However, where traditional curricula cannot be reshaped (for whatever reason, whether financial, political, or other), PBL in combination with learning communities offers an interesting possibility for undergraduate education. These learning communities may allow a continuity of experience and may provide an interdisciplinary forum in which PBL can help students gain full educational benefits.

Construction. According to the theory of constructivism, students do not simply assimilate knowledge as it is presented. Rather, they act on a message to connect it to what they already know. This theory indicates that having students simply listen, transcribe, memorize, and repeat is not the best way to encourage learning. Students should be active participants in their learning — take ownership of the process — in order to construct knowledge. In a PBL classroom, students are encouraged to make connections. Unlike empty vessels ready and waiting to be filled with information, students use prior knowledge (from other courses or personal experience) when confronting problems. After taking stock of what they already know, students determine what additional information they will need, and they find and use appropriate outside resources. Because PBL is interdisciplinary in nature, students make connections between subjects. Through this process, students learn patterns of problem solving that they can transpose onto different situations. They develop mental models to make meaning out of new situations. This fact takes on increased significance because students are working on "real world" problems that they may encounter on the job. Thus, PBL can allow students to grasp the connection between the subject matter and life, between school and work.

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Collaboration. While writing about constructivism in her article "Opening Windows on Learning" (League for Innovation in the Community College, Educational Testing Service, 1998), Pat Cross notes that students not only construct knowledge but do so in the context of social interaction. PBL encourages social interaction, or collaboration, between and among faculty and students. When designing PBL courses, faculty members are encouraged to work together since the nature of PBL promotes cross-disciplinary collaboration. PBL also encourages connection between faculty and staff members who might serve as resources.

PBL encourages collaboration between faculty members and students. As faculty members become facilitators (moving from "sage on the stage" to "guide on the side") and as students become active participants in the learning process, their roles become more similar. They become co-learners instead of authoritative expert and empty vessel. Thus faculty members model the learning process for their students. In a PBL classroom, the instructor places considerable confidence in the student. The teacher should expect the student to bring certain knowledge and information to the classroom and to use existing knowledge to do the work. The faculty member trusts that the student is able to do the work and will do the work, and that learning will take place with or without the faculty member.

Cross further suggests that by teaching classmates, students are active participants in the learning process and are more likely to relate to the background, knowledge, and interests of fellow students. As students take on different roles in groups (e.g., leader, recorder, skeptic), they establish communities of peers, becoming co-learners and therefore co-teachers. Such academic communities enable students to develop substantive support, which in turn may improve retention rates. In addition, recent research suggests that students benefit more from learning/academic community than social community.

Combination. The concept of combining instructional strategies to maximize the learning experience may not be considered important universally among PBL advocates, since in the classic model PBL is often seen in opposition to the lecture. Proponents of this view see learning on a continuum. Illustrations of this continuum depict a scale ranging from passive learning to active learning, with lecture on the extreme passive end and PBL on the extreme active end. While it is true that PBL emphasizes construction and collaboration, Cross reminds us that "passive learning is an oxymoron; there is no such thing."

Many PBL advocates do not define PBL in opposition to the lecture. In fact, many institutions using PBL encourage a combination of the strategies under the problem-based umbrella. Problem-based lecturing is one example. This strategy accomplishes two goals. First, it improves the lecture method itself. Students must prepare for the lecture, and they must listen and ask questions, because the lecture is one resource they may use to solve the problem. Technology has also been used under the PBL umbrella. Many faculty members have found that a webpage is an excellent place for progressive disclosure of parts or stages of a problem. They have used real data, and sometimes real texts, to bring the "real world" into the classroom. Faculty members have incorporated service-learning into their PBL classes, as faculty and students have worked directly with the community. In short, PBL can incorporate a rich variety of instructional strategies.

Challenges of PBL

PBL is proving to be an exciting method that can increase student problem-solving abilities and bolster student and faculty attitudes. However, challenges arise. Among them is adopting PBL without sufficient commitment from staff and faculty. Another challenge involves the amount of time involved in course design when reward and incentive structures tend to favor traditional research. Along similar lines is time for faculty development. Faculty must spend considerable time and effort in course design, problem development, and dealing with group processes, yet often faculty members have had very little training on how to do so. Another challenge relates to student preparation. Many times students have experienced only traditional classrooms, and they may feel anxiety about their new roles. It is important to provide students with information about why they need to change and why what they are doing is important. Another challenge is assessing a new methodology when traditional forms of assessment reward students for the gains in learning that result from the traditional lecture classroom.

For More

As part of its PBL Initiative, Samford is conducting research on PBL in undergraduate education, both nationally and internationally, and is working to become a national clearinghouse of information. To communicate the results of project findings, we publish a newsletter, *PBL Insight*, three times a year. The Samford PBL Initiative website (www.samford.edu/pbl) tells about PBL nationally and internationally and about Samford's efforts. We are holding a national conference in the year 2000 (October 29–31) to learn from others using the method and to report on what has been learned through our project; you can register through a link on our website. For more information about PBL and the Samford initiative, contact John Harris, project coordinator, or me at the address on page 7.

Two Steps to Creative Campus Collaboration

by Jane Fried

Jane Fried is associate professor at Central Connecticut State University, where she directs the master's program in Student Development in Higher Education. Throughout her career she has worked simultaneously on the academic faculty and the student affairs staff. She is the author of *Shifting Paradigms in Student Affairs: Culture, Context, Teaching and Learning* (ACPA, 1995). Write to her at Central Connecticut State University, Department of Health and Human Services Professions, New Briton, CT 06050; friedj@ccsu.edu.

This article is adapted from an Invited Paper published by the National Association of Student Personnel Administrators (NASPA). The Paper costs $8 for NASPA members, $10 for nonmembers. To order call 202/265-7500 or visit www.naspa.org.

With the beginning of each new academic year, we hear the rumblings of angst from dedicated and concerned faculty, support staff, and administrators. Their cry is for more time, more space, more attention — more *something* to help them connect with their students. For some, the angst will turn into resignation: "If I can just touch one student this year in a really meaningful way, I'll be satisfied."

This may be the most difficult aspect of being an active, working member of a post-secondary community. We want to teach and influence and encourage and inspire every student, but we find ourselves settling for less. Most of us conclude that students just don't want to learn.

Not true.

The fact is that students learn in a multitude of settings and in a variety of ways: intellectually, emotionally, physically — and simultaneously. They go to classes and to the library and to a student activities center. They also work, travel, and volunteer.

As faculty deliver facts and ideas in lecture halls and seminar rooms, and as student affairs professionals offer comfort, counsel, and education in offices and lounges, we all sense that we are competing with hundreds of unknown but equally powerful influences: the myriad social and interpersonal forces shaping each student's evolving "space." We feel the frustration of being limited to certain prescribed points of entry into those student life experiences.

But limited how? Prescribed by whom? Have we erected the very barriers to student communication and influence that we now decry?

Sadly, the answer in large part is yes.

If we want to reconnect with our students in a meaningful and contemporary way, we must break through the cultural inertia that rigidifies and dulls what should be the most exciting and satisfying professions in American society: teaching and counseling college students. We can make that breakthrough. All it takes is two simple steps forward.

Living and Learning

Step one is to recognize and accept that students are constantly learning as part of their total daily experience. Students tend not to connect their living to their learning. They often leave their emotions, strong beliefs, and powerful commitments at the classroom door as they attempt to guess what the professor wants to hear. Unfortunately, students display a similar tendency to leave their intellectual skills someplace far from their living quarters, organizations, and recreational facilities, where these powerful feelings and commitments are most likely to emerge. They are not trained to think and feel simultaneously or to think about their feelings and strongly held beliefs. The results are boredom in many classrooms and inability to resolve conflicts or manage differences outside class.

Most of the time, we're not involved. Yet, we have to believe that their learning and living might improve if we could be more — and more appropriately — involved.

Step two is to recognize that both student affairs professionals and faculty have a share of the teaching. Student affairs professionals are skilled at managing conflicts and teaching students how to resolve differences. They are also trained in helping students take responsibility for themselves and manage their emotions in stressful situations. Faculty, on the other hand, know how to frame and investigate problems. They create knowledge. In the course of earning

doctorates, most have learned to keep feelings and values from contaminating intellectual inquiry. Yet, at the same time, many have the capacity to engage students emotionally in the joy of learning.

Whether we're faculty or student affairs professionals, we can contribute our special skills and insights to the holistic learning experience our students seek. But to do that effectively, we need to find new and professionally satisfying ways of working and sharing together.

Learning Moments

Student affairs professionals, for example, need the collaboration of academic faculty to enrich and fill out the special "learning moments" that students experience every day:

Interpersonal conflicts allow students to reflect on the roots of a civil society.

Coming to terms with the rules of a large institution and its bureaucracy is an opportunity for students to think about the balance between personal freedom and the social good.

Student affairs officers collaborating with academic faculty can make each one of these an important "teaching moment." We need to know how to make that happen.

Similarly, there are classroom moments that can be filled out and enriched by extracurricular experiences. For example:

The free market is more than just a theory to the managers of the campus bookstore and the local snack shop; can the class see the connection?

History is a dynamic force in the hands of the editors of campus and community newspapers; can students understand the historical process occurring in their own time?

Once again, academic faculty, in creative collaboration with student affairs professionals, can add a contemporary, human dimension to concepts, theories, and assumptions. Information about learning styles and cognitive development abounds in the student affairs literature. By engaging our respective areas of professional competence — the faculty in their subject areas, student affairs in the developmental process — we can turn out graduates whose accomplishments better reflect our pedagogical skills, who are more likely to think well of us, and who will be more enjoyable as students along the way.

Obstacles

What stands in our way? Some of the biggest obstacles are inherent in today's higher education culture. Essayist Parker Palmer, in his book *The Courage to Teach* (Jossey-Bass, 1998), describes it as a culture of fear in which people are:

Separated from one another by status or by job;

Separated from knowledge by an ideology of objectivity that makes personal knowledge less valuable than impersonal knowledge; and

Separated from a sense of personal worth by constant ranking and competition for grades, publications, or resources.

We have an ingrained belief that if we "don't make the grade," our worth as human beings is diminished. Status in the ranking system can be changed by the loss of a grant, a bad grade, or a drop in group scores on outcome assessments. When performance and personal worth are synonymous, fear is pervasive. This makes participation in serious, thought-provoking, risk-taking conversations a low priority.

A Common Language

In a culture that emphasizes separateness, how does a group begin to emphasize connections? In any cross-cultural encounter, participants must learn to speak a common language and understand one another's values, beliefs, and acceptable behavior. The gap between academic and student affairs cultures on most campuses is significant. The two groups have different understandings about the purposes of their work, the types of outcomes their work should produce, and their accountability for measurable and immeasurable results. Student affairs professionals tend to work in groups or advise groups of students. Historically, faculty tend to work alone or in research groups. The rewards to which faculty typically aspire, such as tenure, promotion, and publication, tend to accrue to individuals even when colleagues or research assistants have been involved. In contrast, student affairs staffs tend to assume that group work is their normal mode. Rewards often accrue to groups in the form of additional budget allocations or grants to develop programs or improve services.

Faculty members focus on framing and investigating problems and creating knowledge. Student affairs professionals, on the other hand, focus on applying knowledge and solving problems, particularly those related to management of student behavior and the physical, financial, and programmatic elements of student life. Speed of response is far more important in student affairs than in academic affairs; problems are often high profile. On the other hand, solutions to research problems appear in professional journals months to years after they are discovered. Many aspects of student affairs are of little concern to faculty, and many aspects of faculty work are of little concern to student affairs staff.

Student learning should be of profound interest to both groups, however. Although there may be serious disagreement about what students should learn or how learning should be organized, the creation of a common language to discuss learning is essential to effective collaboration. The common language must address issues such as these:

What do we consider academic learning, worthy of credit?

What topics are appropriate for classroom discussion? How

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do we draw the line between teaching and counseling when a course addresses topics of personal concern?

What is the teacher's role in a classroom: To present information? To control student behavior? To motivate students?

How can out-of-class learning be designed and evaluated to ensure rigor?

What do we know about the ways people learn?

By engaging our respective areas of professional knowledge, student affairs staff and faculty become genuine colleagues, bringing what we know to bear on problems of mutual concern.

Many Areas Hold Promise

Successful collaborations around the country demonstrate that dedicated faculties, working alongside student affairs professionals, can improve learning in many different ways.

Service-learning. More than simply community service, service-learning provides students with opportunities to serve others while simultaneously increasing their awareness of social, economic, and political issues.

Learning communities. Learning communities have existed in residence halls since the founding of Oxford and Cambridge Universities. They began to gain popularity in the United States in the 1960s in response to student demands for learning that was relevant to their lives. Learning communities are often focused around specific themes or courses.

Extended-orientation courses. Over the course of a semester, students learn study skills; improve writing, researching, and word processing skills; learn to set personal and professional life goals; and begin to plan careers. In addition, topics such as management of personal health, living and learning in a culturally diverse community, separating from parents, managing family responsibilities, conflict management, assertive communication, and stress management are also addressed.

Coordinated programs. Coordinated programs can be created between one faculty member and one student affairs staff member, or they can involve the major components of a general-education curriculum and the creation of an experiential education paracurriculum that is organized and presented by the student affairs staff. In its simplest form, an academic faculty member discusses the syllabus for a specific course, typically in the social sciences or humanities; the student affairs staff member discusses the syllabus and generates co-curricular programs that provide experiential learning opportunities.

Multicultural learning. Many courses in the arts and sciences arouse controversy because various ethnic and cultural groups have challenged traditional course content. Learning opportunities can easily be lost because the faculty member is not trained in handling conflict. Managing conflict-ridden group conversations is a specialty of many student affairs professionals. Student affairs staff must take the initiative to involve themselves as discussion facilitators, to meet the faculty who teach the courses, and to find productive ways to collaborate in creating "communities of truth" in classrooms where conflict or apathy has frozen learning. A second multicultural learning opportunity occurs in courses designed to increase students' knowledge about culture and its relationship to power in society. Courses can explore racism, sexism, homophobia, and the prejudices and oppressions associated with class, disability, and age. Many colleges and universities include these discussions in extended-orientation courses, which could benefit from the addition of historical, anthropological, and sociological information from faculty.

Leadership education. Students need behavioral skills such as running meetings, managing conflict, setting goals, and public speaking. They also need a range of operational skills including managing money, making contracts, marketing, and public relations. Students benefit from a broader understanding of the role of leadership in a democracy, effects of leadership style on different groups and tasks, the relationship between leadership and organizational structure, and ethical perspectives.

Distance learning. How do we structure interactions between faculty and students who may be separated by hundreds of miles? Is it possible to create relationships between students taking the same course who may never meet in person? What is the significance of human relationships in the learning process? Can a person experience deep learning in a distance-learning environment? What role can and should student affairs play?

Final Thoughts

By creating a common language, we can begin to examine some of the paradoxes of teaching and learning. The split in our universities between academic and student affairs diminishes the power of learning. By overcoming the structural divide we can help our students learn as whole human beings, using their intellect to enhance their emotional and behavioral competence. These graduates may then become more effective citizens and members of their communities.

AAHE News

Summer Academy

April 5 is the application deadline for the **fourth annual Summer Academy** in Snowmass Village, Aspen, CO, July 14–18, 1999.

The Summer Academy, a team-oriented experience, offers a rich environment full of ideas, examples, research, and findings. Perhaps most important is the away-from-campus setting, where teams can devote substantial time to the work of their own projects and formulate effective strategies for carrying out significant education transformation at their home institutions.

Leaders of institutions committed to creating learning-centered education are encouraged to send a team. Information about the 1999 Summer Academy, including an application, can be found on the Quality Initiatives section of AAHE's website. Contact Teresa E. Antonucci (x34), program manager, tantonucci@aahe.org, with any questions.

Technology for Teaching and Learning

Among the newest initiatives from the **TLT Group: the Teaching, Learning, and Technology Affiliate of AAHE** are two Network Programs: the **TLT Roundtable Network** for institutions that have, or are starting, TLT Roundtables; and the **Flashlight Network** for institutions that want to accelerate their use of data to improve technology use in instruction. The two programs vary in detail, but both make a range of services available to subscribing institutions. For more information, see the TLT Group website (www.tltgroup.org) and its descriptions of the Roundtable and Flashlight programs.

Almost every week, somewhere, there is a workshop or talk on the Flashlight approach to studying teaching, learning, and technology. Most events are held on individual campuses, but many are open to the wider community. Flashlight Program director **Steve Ehrmann** will be a keynoter at the Western Association of Schools and Colleges's annual meeting in April. In May, Web99 at Northern Arizona University features a preconference Flashlight Workshop and a keynote by Ehrmann. Mark your calendars for Focus Workshops on cost analysis at IUPUI (September 23–24) and evaluation of Web-based courses at the Rochester Institute of Technology (October 1–2). More information on these and other Flashlight events is available at the TLT Group website.

Faculty Roles and Rewards

More than 1,200 faculty leaders and academic administrators gathered in January for the Seventh AAHE Conference on Faculty Roles & Rewards, **"The Academic Calling: Changing Commitments and Complexities."** Of those attending, 667 came as members of campus-based teams to work on pressing faculty issues on their local campuses. Wellesley president **Diana Chapman Walsh** gave a challenging keynote address on the efforts of faculty to find greater coherence and meaning in academic life. **Randy Bass** of Georgetown shared his own experience seeking tenure on the basis of his work with instructional technology. There were reports on AAHE's **New Pathways II project** — with special interest expressed in post-tenure review efforts across the country. The **Carnegie Teaching Academy Campus Program** was introduced, and several major sessions addressed the disconnect between academic and civic knowledge.

For information on conference sessions, related publications, or audiotapes, or to be included on the mailing list for the 2000 meeting in New Orleans (February 3–6), check AAHE's website or contact Pamela Bender (x56), program manager, aaheffrr@aahe.org.

Institutional Portfolio Project

The first working meeting of campus project directors for the **Urban Universities Portfolio Project** took place at the AAHE Conference on Faculty Roles & Rewards in January. Discussion of initial portfolio materials

from the six participating urban public universities revealed diverse strategies. For example, **Sacramento State** is employing a survey approach to identifying core university learning goals important to both internal and external stakeholders. **IUPUI** is building its electronic portfolio as a narrative about the university complete with sound; graphics; and hyperlinks to data, examples, and evidence.

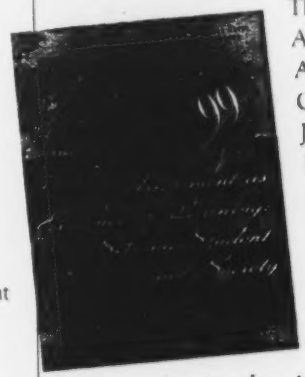
Discussion at the meeting also delved into fundamental issues of **portfolio design**: How comprehensive or selective should the portfolios be? Should they show best work or representative work? How can they accommodate the interests of multiple stakeholders? How can the project's urban focus be incorporated into documentation of learning goals common to most colleges and universities? Check the *Bulletin* for evolving answers to these questions. Updated information is also available at www.imir.iupui.edu/portfolio.

Teaching Initiatives

The **Carnegie Teaching Academy Campus Program,** the primary activity of AAHE's Teaching Initiatives, has received more than 100 registrations since its announcement in August. Institutions representing a wide range of campus types and geographic regions are currently participating in conversations about the scholarship of teaching. The registered campuses are listed on AAHE's website, with links to pages for each institution describing the conversation process that it is currently undertaking. Institutions wishing to join the Campus Program may still do so; there is no deadline for registration in the first phase.

In addition, the Campus Program is hosting a **Colloquium on Campus Conversations,** March 20–21 at AAHE's National Conference on Higher Education in Washington, DC. The Colloquium will focus on themes such as defining "the scholarship of teaching," campus climates that support teaching, findings of Pew Scholars, and experiences of campuses already at work on key issues. Information shared at the Colloquium will be analyzed and posted to the Teaching Initiatives section of AAHE's website. For more information contact Teresa E. Antonucci (x34), program manager, tantonucci@aahe.org.

1999 Assessment Conference



This year's AAHE Assessment Conference, June 13–16 in Denver, is set to explore tried, tested, and innovative assessment approaches in more than 150 interactive workshops, concurrent sessions, roundtable discussions, poster displays, and plenary speeches. The opening plenary features **Thomas Angelo,** founding director of the assessment center at DePaul University; **Cecilia Lopez,** associate director of the North Central Association of Colleges and Schools; and **Peter Ewell,** senior associate of the National Center for Higher Education Management Systems, discussing "Assessment at the Millennium: Now What?"

Other plenary speakers include **John Biggs,** of the University of New South Wales, who will outline models for aligned assessment in "Assessing for Quality in Learning" and **Sharon Robinson,** of the Educational Testing Service, who will discuss "Testing Disadvantaged Students: The Elusive Search for What Is Fair."

A conference registration brochure mails to all AAHE members in late March. For additional information, contact Karen Kalla (x21), project assistant, kallak@aahe.org, or check the AAHE website in early April.

AAHE Publications

The **1999 AAHE Catalogue of Publications,** Spring/Summer Edition, is on its way! The Catalogue should reach your in-box by early April. Several new books are available:

The Course Portfolio focuses on the unfolding of a single course, from conception to results.

Making Outreach Visible: A Workbook on Documenting Professional Service and Outreach offers a protocol for reviewing a campus's unique culture.

Architecture for Change: Information as Foundation recreates seven valuable speeches from the 1998 AAHE Assessment Conference.

Making a Place in the Faculty Rewards System for Work With K-12 is a source of inspiration and guidance for institutions and individuals who dare to cross the invisible line between higher ed and K-12.

Visit AAHE's website to read excerpts from selected titles. To place a publications order, or to request another Catalogue, contact Rhonda Starks (x11) at the Publications Order Desk, pubs@aahe.org.

AAHE members enjoy a discount on their publications order!

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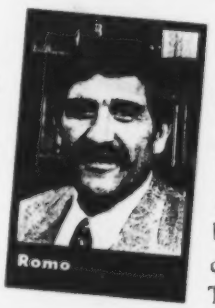
Bulletin Board by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note ... items to tmarchese@aahe.org.

People

Our Georgia Tech members, including president **Wayne Clough,** are all smiles as Tech captures TIAA-CREF's 1999 Hesburgh Award for innovations in faculty development ... Tech's good idea: getting alums to do something for today's students by funding the professional development of the faculty.... The Hesburgh committee also gave a Certificate of Excellence to the University of Delaware, which is attracting attention these days for its faculty's work with problem-based learning ... vice provost **John Cavanaugh** is your contact there.... President **Pamela Pease** is all smiles, too, as her Jones International U wins full North Central accreditation ... the Colorado-based cyber-U has no permanent campus or faculty, so this must be a landmark.... Enjoyed a visit with **Larry Gold,** head of AFT's higher-ed unit (100,000 members) ... AFT and NEA have been skeptics about claims that there's "no significant difference" between virtual and campus-based forms of education, will soon release an analysis — by the Institute for Higher Education Policy — showing there's difference indeed.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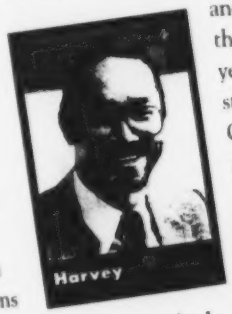
Harvey

The Baldrige

After years of fits and false starts, the Malcolm Baldrige National Quality Award has all systems on go for a rollout in two new fields, education and health care.... Earlier this decade, campuses in AAHE's Academic Quality Consortium did a lot of spade work for the education criteria, and schools completed self-studies based on them.... Accrediting associations increasingly accept Baldrige self-study in place of their own criteria (the Baldrige tends to ask much tougher questions).... To look at the education criteria, visit www.quality.nist.gov .... For applicants, there's a first deadline (for eligibility) of April 15.

More People

Very best wishes to new presidents **Ricardo Romo** (UT-San Antonio), **Thomas Flynn** (Millikin), **Stuart Cook** (NJ's U of Medicine and Dentistry), **Lee Vickers** (Dickinson State), **William Nevious** (Reinhardt), and **Thomas Gamble** (Brevard CC) ... and to interim presidents **Valerie Hawkes Collins** (Molloy) and **Michael Zibrin** (Kingsborough CC).... Congratulations to new CAOs **David Cole** (Mississippi State), **Clark Ross** (Davidson), **Judith Meyer** (Fontbonne), and **Lee Badgett** (St. Thomas Aquinas) ... and VPs for planning **Chitra Rajan** (Siena) and advancement **Edwina Hamby** (Medgar Evers).... **Kathryn Jones** heads the joint UO/OSU graduate center in Tulsa.... Tufts president **John DiBiaggio** chairs the ACE board this year. **Jerry Moskus** (Lane CC) chairs that of the League for Innovation ... **Terry O'Banion,** the League's CEO since 1975, is now (I believe) the senior higher-ed association exec in point of service.... Hearty congratulations to two League and AAHE stalwarts, **Paul Elsner** and **Alfredo de los Santos** of the Maricopa CC system, co-winners of the McGraw Prize in Education.... The nonprofit Academic Search and Consultation Service — it has about half the market for presidential searches in the four-year sector — just inked **Robert Parilla,** stepping down as president of Montgomery CC, to boost its community college presence.... Family comes first: a tip of the hat to two members who are relinquishing presidencies for the best of reasons. **Jim Appleberry** of AASCU and **Richard Hersh** of Hobart and William Smith Colleges.... And to two members who "give at the office" on behalf of their city's schools, chancellor **Gregory O'Brien** of UNO and education dean **William Harvey** of UW-Milwaukee.

J.B. (Lon) Hefferlin

Hefferlin

I was saddened to learn of J.B.'s death, of a heart attack, on February 3.... J.B. was the long-time higher education editor for Jossey-Bass, a man of great risibility and discernment, who "retired" to Sacramento to spend his last years doing home visits to the terminally ill.... But I'm grateful for the news of how this wonderful man — of words and people — passed away: sitting in his easy chair, reading the *New Yorker*.

continued from page 14

AAHE National Conference

The complete program for AAHE's 1999 National Conference on Higher Education (March 20–23 in Washington, DC) is posted to the AAHE website. Look for conference sessions and speakers, browse meetings and special events, and check out the list of presenters. It's one more way AAHE helps you get the most out of conference attendance.

CALENDAR

1999 AAHE National Conference on Higher Education. Washington, DC. March 20–23.

TLT Group Catalyst Institutes.

- Georgia Institute of Technology. *March 25–26.*
- Nicholls State University. *April 9–10.*

1999 AAHE Summer Academy. Aspen, CO. July 14–18.

- Application Deadline. *April 5, 1999.*

1999 Assessment Conference. Denver, CO. June 13–16.

- Early Bird Registration Deadline. *May 7, 1999.*
- Regular Registration Deadline. *May 21, 1999.*

1999 TLT Group Summer Institute. Williamsburg, VA. July 8–12.

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Vol. 51 No. 8 • April 1999

AAHE Bulletin

A Publication of the
American Association for Higher Education

Workplace Spirituality

Staying human in the culture of anxiety.

The LEAD Center

Better teaching through research.

Post-Tenure Review

Can it work?

Also in this Issue:

- **AAHE News**
- **Conferences**
- **Bulletin Board**
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AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

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AAHE*Bulletin*
Vol. 51, No. 8 / April 1999

Editor: Theodore J. Marchese
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Spirituality in the Workplace

An Interview With Father William J. Byron

by Kathleen Curry Santora

The Reverend William J. Byron, S.J. teaches "Social Responsibilities of Business" at Georgetown University, where he is distinguished professor of management and rector of the Georgetown Jesuit Community. He has served as president of the Catholic University of America and the University of Scranton, and has held various teaching positions in his field of economics and social ethics. Santora spoke with him on February 18th.

Santora: Father Byron, tell us about the climate people are facing today in the workplace. How have the stresses of the job world changed?

Byron: I think we are living in a climate of uncertainty. With all the outsourcing and downsizing, people no longer feel a sense of security. In the academic world, of course, we still have tenure. But those who aren't tenured, and there are many in higher education, are facing insecurity and cutbacks.

The culture is one of contingency and impermanence. People fear being let go. Contingency was implied but not explicit years ago when people went to work for IBM, or a bank, or wherever it was, with an understanding that they would be there forever. You had a relational contract, where you had a relationship with IBM for a long time. Now, it's much more a transactional contract, and that transaction may be six weeks, six months, six years; you're not really sure. And as a result, positions and people have been turning over a lot, producing a great deal of anxiety. Because of this whole environment, younger people find themselves much more reluctant to make commitments, whether it's commitment to a job, to a place, or to a person. They're in effect postponing commitments and substituting a whole lot of other things. There's a restlessness.

Santora: How did you first become engaged in issues involving the workplace and spirituality?

Byron: I'm an economist by training, and I've always been interested in employment issues, broadly speaking, and unemployment issues. In 1975, when I became president of the University of Scranton in Northeastern Pennsylvania, I started to get calls from old friends from college days who had experienced the take-off economy of the 1950s. Now, 25 years later, they were looking for work for the first time in their lives. And they were caught in transitions that were fairly normal.

I received calls and letters, and I began to realize that it was for three reasons. One, I'm a priest and would keep it confidential; second, I'm an economist and they made the generous assumption that I could figure out what was going on in the macro economy; and third, I was a university president, and I was on several boards, and they saw me as a networking contact.

So, informally, and on and off, I've worked with about 20 people through the job transition, being laid off and then getting back to work. And they were all in white-collar, mid- to high-level managerial positions.

Santora: And this led you to more formal research?

Byron: Yes. When I left the presidency of Catholic University in 1992, I got a grant from Lilly Endowment so that I could look at the downsizing phenomenon systematically.

I observed changes in the corporate culture and the corporate contract that were different from the days when my contemporaries were going into their first jobs out of college. And I was interested in the relevance of religion in their

Kathryn Mahon Peachy/© Catholic Charities USA

lives. So I had a section in a questionnaire and in an interview where I asked whether religion had anything to do with or was supportive or helpful in the transition to new positions. Most of the 150 men and women that I interviewed were between the ages of 40 and 55. Their common denominator was that they had been laid off; they represented different geographic areas, different religions, different industries. Most of them said that religion was indeed very significant. But most made a distinction between religion and spirituality. Religion was a "stained glass" abstraction removed from the reality of their position in life and their current pain. But spirituality was different: Spirituality, they believed, could actually make a practical difference in their work and home lives. That was the first clue I had that spirituality as such can be important in the workplace.

Santora: You talk about these observations in several wonderful books.

Byron: I wrote about the downsizing phenomenon in *Finding Work Without Losing Heart* (Adams, 1995). The editor of that book, who had become the head of business books at Macmillan, called me a couple of years later. He asked if I'd ever read *When Bad Things Happen To Good People* (Schocken Books, 1981). He wanted a book about "when bad things happen to good people in the workplace and at home," about all of the issues that make workplace and home life difficult. Things like a death in the family, a divorce, an illness. When you have to go to work during or after such an event, how do you manage? How do you handle being unfairly criticized in the workplace, being passed over, being misunderstood? I concluded we were talking about workplace and home life spirituality. The product of this conversation is a book called *Answers From Within* (Macmillan, 1998).

Santora: *Answers From Within* addresses both workplace issues as well as personal life issues.

Byron: You hear a lot of talk these days about transforming the workplace, making it more humane and respectful of human dignity, but that won't happen until the people who go to work each day are transformed first. That simple, undeniable fact points to the revolutionary potential of spirituality suited to your workplace as well as life off the job.

The transformation I'm referring to has nothing to do with organizational restructuring, but everything to do with making a personal commitment to the search for purpose, both on and off the job. My conviction is that there is something troubling the conscience of the American psyche, what people are calling the relevance of faith to work, or workplace spirituality. We're trying to form an indissoluble partnership between reason and spirit, and you can't do it without a spirituality of some sort.

Santora: Can you describe some of the difficult issues that people are facing?

Byron: In the "workplace wounds" section of *Answers From Within*, I list many of the difficulties at work. There's anxiety, which can be a deep wound that doesn't heal because people are not secure in their jobs. Criticism — we have a tendency to be petty in the workplace. Failures — we all face them. Being misunderstood — a universal experience, a common workplace wound that can be extraordinarily painful.

But when I talk to people, the workplace wound that comes through almost immediately is ingratitude. Very few people feel appreciated. And they want to be appreciated. They know they're getting paid, but that's not it. They want to be appreciated for what they do. Supervisors and managers just forget to say thanks.

Santora: What are some of the ways that we can address these wounds? How can we try to meet people's emotional and spiritual needs in the workplace?

Byron: Keep in mind the distinction between religion and spirituality, because the answer is much more related to spirituality. When you relate something to spirituality, you're in a non-denominational, non-hierarchical, non-ecclesiastical setting.

I have long thought that a wise man, Abraham Joshua Heschel, a rabbi in New York, was extraordinarily perceptive when in the 1960s he made this comment: He said our problem today is not how to worship in the catacombs but how to stay human in the skyscrapers. That's what this spirituality is about. It's not a religious thing.

What I have found is based in scripture and provides a set of guidelines, principles that are impulses to action and lead to behavior. I call these principles the nine Pauline criteria. In Paul's letter to the Galatians, in the fifth chapter, he speaks about the fruit, singular not plural, the fruit of the spirit, evidence that the Holy Spirit is present. If the Holy Spirit is with and within someone, you are going to see it exhibited as if it were fruit on a tree, and the fruit will take the shape of love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.

Santora: Can you tell us a little more about these criteria?

Byron: Each is a beautiful human quality. You're inviting people to let that which is most human within them bloom and blossom. And you don't go around shouting to anybody or preaching to anybody or persuading or cajoling. You just try to be a person who embodies, who internalizes, these principles.

As I lay out in the book, love has to be understood in terms of sacrifice and concern for others. Joy is not hilarity but a basic balance, an abiding contentment. Peace means not just burying the hatchet but a "tranquility of right order" — an alignment of one's own will with the will of God. Patience, you have to understand patience even etymologically. The word means "to suffer." The agent acts and the patient receives the action. So if you're really going to be a patient person, you have to be prepared to suffer. How a person receives an action — especially an unwelcome action — is the test of patience. Kindness, and I mean genuine kindness, is being attentive to other people. Patiently attentive.

■

Love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, self-control — principles we all want to live by. But in an often difficult and stress-filled world, how do we integrate these principles into our work and home lives? How do we find our centered self, our inner peace?

■

Generosity. Who doesn't like a generous person? When it's practiced, generosity demonstrates the truth of the old dictum that "virtue is its own reward." It just happens. And it's contagious. It will trigger generosity on the part of other people. Faithfulness, translated to the workplace, means dependability and reliability. You can count on someone. If you can count on someone and someone can count on you, it just multiplies the strength and the effect of it. Self-control. A test of personal integrity that involves the practice of saying no to yourself. And gentleness means that a person is neither insecure nor arrogant but self-possessed, in quiet control of self and the surrounding situation.

Santora: It sounds like an environment that not only makes people feel better about their work but also provides for a more productive workplace.

Byron: It absolutely does. As it would make a better household and a better marriage, it makes a better workplace. In the book, where I go into those nine Pauline criteria, I give a set of the opposite virtues that Paul lists. Those opposite virtues contain a lot of things that describe the workplace as we know it — spitefulness and pettiness and hatreds. So the idea is to internalize these positive values, and then let them displace the negative ones. And if those positive values are evident, they will begin to permeate the culture of the office or the family. Cultures are defined by dominant values. And if some of these Pauline criteria are the dominant values, then you're going to have a culture at a corporation or a university or in a family where people are going to say, "It's different around here. It's a good place to work or live. You can trust people."

You hear a lot of talk these days about transforming the workplace, making it more humane and respectful of human dignity, but that won't happen until the people who go to work each day are transformed first.

Santora: I'm sure many of our readers will look at this and say the Pauline criteria are nine principles they would like to live by, but how do we go about making this happen on a more practical level? Do you try one a day? Do you try to integrate all of them into your life at once?

Byron: It depends. You may have special areas that need attention. Most people say they need to work on patience, for example. After reflecting on the nine criteria, set up a little checklist and in the morning take a moment or two to look at your day through those nine windows. Examine what you do at home or in the workplace against these criteria, and consider other's oppositional or supportive behavior in the light of these norms. These are non-market values that can humanize every marketplace and workplace.

Notice that Paul hasn't outlined unattainable goals. All nine of his criteria are within reach; normal people leading ordinary lives can succeed in gaining them. Am I prepared to sacrifice for others today? Am I ready to be gentle and patient and kind today? And then at the end of the day, look back through those nine windows. That's a way of raising your consciousness. From a conviction, from a value that's internalized, you act consistently. Those principles lead to something. And you're trying to make these nine criteria translate into reality. It's a transformative reality in your life, but it leads to something. You act differently.

We live in a world where people are not always nice and where circumstances can get to the point where you face stressful times and decisions are going to have to be made. Imagine you are going into a difficult confrontation. It's going to be a tough meeting. I say check your weapons at the door, so to speak, as you're going into that meeting, and wrap yourself in these principles. Just think as you're going down the corridor into the classroom or the conference room, think love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.

You don't always succeed in doing it, but you try to stay on an even keel, particularly if you have managerial responsibilities. You can't change your mind all the time, you can't snap at people, you can't be critical of people. You have to be steady and balanced.

Santora: Our readers will certainly benefit from everything that you have just taught us and we are very grateful. Thank you, Father Byron for your words of advice and counsel.

Byron: You are welcome, Kathleen! You are welcome!

Kathleen Curry Santora is vice president and chief operating officer of AAHE. Father Byron spoke at her high school commencement, handed her an undergraduate diploma at the University of Scranton and a law school diploma at Catholic University, and continues to be an important part of her personal and work life.

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Learning Through Evaluation, Adaptation, and Dissemination: The LEAD Center

by Susan B. Millar

What in the world is a LEAD Center? Why did the University of Wisconsin-Madison create one? Should you?

LEAD is Learning Through Evaluation, Adaptation, and Dissemination. We help foster effective learning by conducting evaluation research on student learning environments, processes, and outcomes; by helping faculty and staff understand the organizational and cultural issues involved in scaling up and adapting successful approaches; and by disseminating research findings locally and nationally.

Put another way, we help faculty improve teaching.

The University of Wisconsin-Madison established the LEAD Center in fall 1994 to provide third-party evaluation research in support of education reform efforts at both the undergraduate and the graduate levels. We report findings to our clients, who, in turn, disseminate them as they choose. Frequently they ask us to make LEAD Center reports widely available, or to publish the findings. Public documents are listed on our website (www.engr.wisc.edu/~lead), and many are downloadable.

Focus on Clients

Our clients are faculty and staff at the University of Wisconsin-Madison and institutions collaborating with it. Furthermore, they are individuals who:

- can provide or obtain the resources — usually grants — to pay the full cost of the evaluation research;
- have well-articulated goals for deeper and more-relevant student learning;
- are developing and testing more-effective strategies for achieving these goals;
- are committed to obtaining and using feedback on student learning experiences and outcomes to improve teaching and fine-tune goals; and
- seek to understand the various factors that are necessary to more effectively institutionalize and disseminate their efforts.

During our first year, we actively sought a few key campus leaders as initial clients. Since then, faculty and academic staff have initiated contact with us.

Once we have determined that a potential client has the characteristics noted above, we meet with that client to discuss key questions such as:

- Which goals for student learning or project success does the client want to evaluate?
- What will the client and the client's colleagues accept as evidence that the goals have been achieved?
- How much emphasis should be placed on understanding student learning processes and the organizational and cultural factors associated with project success? (The answer to this question depends on the client's interest in institutionalization and dissemination activities.)
- What data-gathering methods are feasible for obtaining information about both processes and outcomes? LEAD researchers use a combination of qualitative and quantitative social science methods, with strong emphasis on inductive analysis. Our data-gathering methods include surveys, open-ended structured interviews and focus groups, observations and video recordings, and longitudinal student databases.
- Given the limitations of research design, funding, and timetable, what kind of formative and summative feedback processes and products will optimize the achievement of goals?

- What financial resources are available, or potentially available through grant proposals? The LEAD Center works only with clients who undertake larger, long-term projects and have a strong commitment to evaluation.
- What is the timetable for the proposed evaluation work?
- Overall, how can the evaluation team and the client work together during all project stages — from planning through final reporting — to optimize learning and success?

LEAD Projects

To illustrate how we work with our clients, I will briefly describe two projects that have produced especially interesting findings and that focus on courses and activities common to many institutions. (See our website for more on these and other projects.)

Workshop Calculus Program

In 1993/94, the University of Wisconsin mathematics department's Melinda Certain and Mike Bleicher adapted the "emerging scholars" workshop model pioneered by Uri Treisman and Ephraim Armendariz at the University of California-Berkeley in the early 1980s. Certain and Bleicher called their program Wisconsin Emerging Scholars (WES). The goal is to foster ethnically diverse workshop sections that help students learn calculus at a deep level, so that they are not merely plugging numbers into formulas but using multiple ways to solve problems. Additional program goals are to attract more students into math, science, and engineering majors; and to provide informal advising and socializing opportunities that help first-year ethnic-minority and rural students adjust to a research university environment. Funding was obtained from various sources: LEAD successfully approached the National Science Foundation (NSF), the University of Maryland University College's Institute for Research on Adults in Higher Education, and the University of Wisconsin's College of Arts and Sciences for sufficient support for 18 months of evaluation. WES faculty obtained funding for an additional year of evaluation through other sources.

The faculty sought quantitative information to demonstrate to their departmental colleagues that WES students performed at least as well as non-WES students on common course exams. We obtained this information by conducting statistical analyses of WES and comparable non-WES students' mathematics performance, as recorded in the registrar's database.

The faculty wanted qualitative data on student learning experiences throughout the course to make real-time changes during the pilot year and to use as a resource for training student teaching assistants. We gathered this information through classroom observations and student and instructor interviews; findings were reported at two "formative feedback" meetings during each of the two pilot semesters and in a final report after each semester.

To help train future student teaching assistants and to inform potential program adapters, the faculty wanted qualitative information on how the faculty and student teaching assistants learned to run workshops and manage the program. We gathered this information through interviews with faculty, teaching assistants, and various campus administrators.

In brief, we learned that, no matter how we view the data — by minority status, gender, engineering status, or prior academic achievement — the odds that WES students received a B or above in calculus were about twice that of their non-WES counterparts, with a 95% confidence interval for this odds-of-success ratio. Compared with non-WES students, WES students showed higher levels of confidence in their mathematical ability and greater comfort in perform-

LEAD Organization and Current Activity

LEAD is administratively housed within the University of Wisconsin-Madison's College of Engineering. The director reports to the dean of engineering, who chairs our advisory board. The office of the chancellor provided start-up funding during the first four years and, on the recommendation of our advisory board, is providing ongoing core funding. All other funding for the center has been provided by projects, comprising 60%, 72%, 80%, and 86%, respectively, of our first four annual budgets. The size of the evaluation staff varies with the size and number of projects under way; appointments are made on an annual-renewable basis. The staff is multidisciplinary.

To date, LEAD has submitted or been a part of about 100 project proposals, close to half of which have been funded. Thus far, all clients are pursuing education projects in the sciences, engineering, mathematics, and technology. Funding for 75% of those projects has come from external agencies, primarily the National Science Foundation but also the National Institutes of Health, the Howard Hughes Medical Institute, the Robert Wood Johnson Foundation, the Spencer Foundation, IBM, and the Exxon Education Foundation. Funding for the other 25% of the projects has come from units within the University of Wisconsin-Madison.

Some of LEAD's current clients are:

- Engineering, computer science, and human ecology assessment committees at the University of Wisconsin.
- The University of Wisconsin-Madison minority recruitment and retention initiative.
- A number of National Science Foundation-funded initiatives, including:
  - A systemic chemistry curriculum reform project (University of Wisconsin).
  - The National Institute for Science Education (Wisconsin Center for Education Research).
  - A minority graduate education program (Rice University with University of Wisconsin component).
  - A women's mentoring project (Computing Research Association project, directed by a University of Wisconsin-Madison faculty member).
- Three National Institutes of Health-funded "collaboratories" (University of Wisconsin's Integrated Microscopy Resource Center and Nuclear Magnetic Resonance Center, and University of California-San Diego's Integrated Microscopy Resource Center).

More information on these and other projects is posted to the LEAD website, www.engr.wisc.edu/~lead.

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ing calculus problems; learned to value multiple and creative ways of problem solving; and developed the interest and ability to acquire a deeper, more conceptual understanding of calculus. We also learned that the WES program provides a "community of learners" for science and engineering majors. This community is composed of students of heterogeneous backgrounds.

Our study indicates that these learning outcomes are a function primarily of three factors: intensive group work experiences, carefully chosen and very difficult problems, and instructors who function as guides. In addition, working with evaluators helped the WES faculty understand their own goals for student learning and how to achieve these goals; understand subtle organizational issues associated with their effort to institutionalize their project; develop materials and processes for teaching assistant training and program dissemination; and gain a unanimous departmental vote to sustain the project. Of great interest is the fact that all LEAD Center evaluations of courses using group work, guide-on-the-side instruction, and very challenging and/or open-ended problems produced findings similar to these.

Summer Undergraduate Research Program

For years, the University of Wisconsin's graduate school has funded seven Summer Undergraduate Research Programs (SURP) that bring minority students and students from institutions with limited research facilities to campus for eight weeks to pursue a structured research project under the tutelage of a faculty mentor. A major goal is to encourage these students to pursue graduate study, particularly at the University of Wisconsin-Madison. Some administrators had become concerned that the programs were not effectively achieving this goal.

The graduate school wanted quantitative information on how many former SURP students had entered a graduate or professional school, and where. We obtained this information from a database that had been developed but not yet analyzed by the Committee on Institutional Cooperation, a consortium of 15 Midwestern research institutions, each of which sponsors summer research programs for undergraduates.

Independent of the findings of the quantitative study, the graduate school wanted information on the goals of the seven program directors, whether the learning experiences of the SURP students were aligned with these goals, and how the programs might be improved. LEAD evaluators gathered this information through interviews with program directors and through interviews and surveys with program alumni.

In brief, we learned that the SURP alumni continued beyond the baccalaureate at impressive rates: 42% and 23% had gone on to graduate and professional programs, respectively. By comparison, of the nationally representative sample that participated in the National Center for Education Statistics's *Baccalaureate & Beyond* survey, only 8.8% of underrepresented minorities who received their baccalaureate degrees between fall 1992 and summer 1993 enrolled in graduate schools, and only 8.2% enrolled in professional schools. Moreover, of those SURP alumni who pursued postdoctoral work, 60% of those who went on to graduate programs and 43% of those who went on to professional programs chose the University of Wisconsin-Madison. The interview and survey data revealed that the summer program experience was a major factor in these students' decision to pursue postgraduate degrees, particularly at the University of Wisconsin-Madison. These impressive results persuaded some administrators who had been considering withdrawing funding to renew their support. In addition, the graduate school is using the formative feedback from the evaluation to further strengthen these programs.

Evaluation Resources on Your Campus

Many faculty from other institutions have asked how they can develop resources like those provided by the LEAD Center. The best place to start on your campus is with the directors of offices or centers for institutional research, teaching/learning support, assessment, evaluation and testing, and the like. At larger institutions, search for these services at both the campus-wide and college/school levels. Many institutions employ personnel who have training in evaluation methods, and who may be able to assist.

At other institutions, faculty will find that the resources they need are not available. An effective way to solve this problem is to gather a small group of respected campus leaders interested in education reform, craft a set of questions and recommendations to discuss with the chief academic officer, and then meet with this individual. At major research institutions where a number of faculty win large education reform grants each year, faculty might ask the chief academic officer to establish an organization that is structured and financed in a way similar to the LEAD Center. At other types of institutions, where it would be difficult for a LEAD-type organization to obtain sufficient external funding, it is more feasible to request that the campus fund a staff of two or three evaluation research professionals, and house them within an existing office with a compatible mission. Bear in mind that the resources invested in these evaluation staff may be used as match in education improvement grant proposals, thereby making an institution more competitive for external resources.

Susan B. Millar, a cultural anthropologist, directs the LEAD Center at the University of Wisconsin-Madison. Write to her at 1402 University Avenue, Madison, WI 53706-1513; smillar@engr.wisc.edu.

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"I've been tenured since 1974 and this is my first review since then. As a male, I feel like somebody is trying to pick a fight and I have to get ready to fight back."

"It really wasn't handled very well. Some people don't want to hear the criticisms so they don't attend the group. The group unloads and then has to send a representative to tell the faculty member what happened. And then the representative doesn't relay any of the bad stuff."

"I passed."

These are the voices not of slackers but of productive, valued faculty members who suddenly find themselves in a strange setting. "What's the point of these evaluations? What have I done wrong?" they want to know. Sure, we can assure them that they are simply being held accountable, as our boards have mandated, and that the post-tenure review process has nothing to do with them personally, and it won't take much time. But the trenches-truth as I see it is that summative post-tenure review is producing more negative than positive outcomes.

Some form of post-tenure review is in operation at approximately 60% of campuses with tenure. So many of us do not have a choice about participating. But we may have a choice about how post-tenure review is accomplished and how these evaluations can work for the best.

There are many good reasons for campuses to incorporate developmental evaluations of senior professors, and there are good reasons to have a summative process when a problem occurs. But most of the recent spate of post-tenure review requirements are hybrids of summative and developmental processes, in that the reviews are targeted at every tenured faculty member, like developmental evaluations, but contain summative consequences. Herein lies the snag.

Purposes and Triggers

On the basis of research by Christine Licata and Joseph Morreale (*Post-Tenure Review: Policies, Practices, Precautions*, AAHE, 1997), post-tenure review can be categorized by its purpose as either developmental or summative and by what precipitates the review — time schedule or poor performance.

Putting these variables together reveals four different approaches to post-tenure review (see graph):

- the "Correction Type," which is purely summative;
- the "Transition Type" and the "Evolution Type," which are purely developmental;
- and the "Inspection Type," in which summative and developmental are mixed.

Trigger	Purpose	
	Summative	Developmental
Performance	Correction Type	Transition Type
Time	Inspection Type (Summative/Developmental)	Evolution Type

Correction Type (Summative)

With the Correction Type of evaluation, evidence of an individual's poor performance surfaces, often through an annual review, and triggers a formal evaluation that could lead to formal sanctions. There is no ambiguity about the serious, consequential nature of the review. The procedures are carefully laid out with a primary eye to due process and legal ramifications.

Methods of finding and presenting evidence of poor performance vary. Some campuses look for several years of little or no merit increase. Arizona State University's "enhanced review" is triggered either by an overall unsatisfactory rating on the annual departmental performance review or by a program review that suggests a faculty member is not contributing, as confirmed by the department's personnel committee. At Kansas State University, "chronic low achievement" is identified by the department during annual reviews. Seattle Pacific University requires a summative review when the faculty status committee receives a request for such a review from the faculty member, the school dean, two full-time faculty members, or the dean of faculty.

Identification and remediation of poor performance is a long-standing pillar of personnel management and represents the institution's responsibility to identify and correct serious problems. It is the rare campus that does not have this type of summative procedure in place. Because of the delicate nature of the undertaking, it is unlikely that the general public or even the collective campus is well versed on how poor performance problems are solved, thereby leading to calls for post-tenure review.

Transition Type (Developmental)

The Transition Type of post-tenure review is triggered by something other than poor performance and provides a developmental experience. As departments consider new ways to conceptualize faculty roles and rewards, this approach can provide a snapshot of departmental interests. The Transition Type of review might also help a department assess how to make changes — in anticipation of a clump of retirements or for serious changes in departmental funding, for example. Sometimes a faculty member would simply like to share his or her professional goals with colleagues. The assumption is that there may be occasions when sharing professional progress is useful to the department or the individual or both.

The Transition Type is the least-used kind of post-tenure review, but one that has potential.

Inspection Type (Summative/ Developmental)

The most common approach to post-tenure review is the Inspection Type, in which an evaluation is required of all tenured faculty every so often, regardless of achievement. While there is a desire for all participants to improve, the consequential teeth inherent in this approach make it clear that its primary purpose is to ferret out the laggards. The principle of "equal treatment" seems to tower over the principle of merit, since all tenured faculty must be measured against minimum expectations, usually in the areas of teaching, scholarship, and service. Like the Correction Type, explicit sanctions are available if deficiencies are not remedied.

Interestingly, many post-tenure review programs of the Inspection Type profess to be developmental and downplay their summative soul. But when a university's review committee looks for satisfactory or unsatisfactory performance, with sanctions for poor performance, it is hard to disguise the summative nature.

	Developmental Evaluation	Summative Evaluation
Purposes	push strengths	catch weaknesses
Approaches	encourage everyone	uncover deadwood
Procedures	collegial	legal
Evidence	reflections and individual goals within dept. context	proof that you meet criteria
Outcome	individual or dept. development plan	none, unless improvement plan is required

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At the pre-tenure level, faculty understand that the primary purpose of evaluation is summative, with possible negative consequences. At the post-tenure level, it can be confusing if the purpose can swing from developmental to summative, depending on what turns up. In the hybrid Inspection Type of review, the purposes, approaches, procedures, participants, and evidence are geared to a summative evaluation, but the campus assures the faculty that only the guilty will be required to improve.

The Inspection Type is the most dangerous and least productive approach to post-tenure review, despite its widespread use. It is inefficient. Its primary focus is not the growth and development of all faculty but the identification of poor performers, for which there are other triggered, less costly, less time-consuming mechanisms. Poor performance has a way of making itself known, of drawing attention to itself; it does not require sleuth skills.

An Inspection Type of review ruins the opportunity for faculty to experience a positive, developmental, effective evaluation. When all efforts are focused on finding problems there is neither time, nor interest, nor need to create a developmental evaluation.

In addition, the Inspection Type of review is ineffective. There are no guarantees that the evaluation process will identify poor performers, since reviewers may let such faculty off the hook out of compassion. More important, this approach may diminish unit effectiveness with hard feelings, fear, and defensiveness that discourages collaboration and stifles individual renewal. This kind of evaluation is too often approached with trepidation, even by high-performing faculty members. The negative impact of the unintended outcomes for the many who have to participate far outweighs the benefit of identifying the few who are caught below the performance line. The comments at the beginning of this article grew from this type of evaluation.

An Inspection Type of review ruins the opportunity for faculty to experience a positive, developmental, effective evaluation. When all efforts are focused on finding problems there is neither time, nor interest, nor need to create a developmental evaluation. Most faculty members have experienced only one model of evaluation in their careers: the summative evaluations that were a part of tenure and promotion. Summative evaluations are rightfully a part of tenure and promotion, since the institution is still evaluating the individual against departmental and campus criteria. But good human resource management suggests that senior personnel should not be evaluated with the same template used for trainees.

Bill Tierney, an observer of higher education culture, put it this way in a 1997 issue of *Academe:* "...organizational literature consistently points out that the path to high performance, total quality, and continuous improvement is through the encouragement of employees, not through the bureaucratic implementation of mechanisms to monitor them. If we seek to mimic the business world, why develop policies that promote job insecurity and lower morale?"

Evolution Type (Developmental)

The Evolution Type occurs on a regular basis for all tenured faculty and is oriented to the individual's unfolding growth and development, often in connection with the unfolding needs and opportunities of the department. Ithaca College uses this type of review. The assumption is that everyone benefits from periodically taking stock of accomplishments, reflecting on current and future directions, and connecting those directions with departmental challenges. Concerns about the individual's performance are not the focus of the review, but if concerns surface they are discussed within the context of departmental needs and do not lead to sanctions. Professional-development plans are often integral, usually with financial and other support from the department.

A developmental approach to post-tenure review, seldom found among mandated approaches, offers a number of positive outcomes for the individual and for the department. First, it reinforces natural development cycles. The Evolution approach assumes that it is our life's work to grow and develop; the evaluation covers a process common to all; it is not solely for catching bad behavior.

The Evolution approach celebrates individual differences within a unit context, since the beginning point is the individual rather than the external criteria. Evaluation processes that begin with standard criteria force unnecessary uniformity and promote negative feelings about not being a superperson in all categories. With growing recognition that a wider spread of faculty roles and rewards increases satisfaction and productivity, building a departmental "quilt" becomes even more important.

The Evolution Type of review encourages change without fear for future employment. A developmental approach assumes that changes in behavior can and do occur. People are more likely to consider changes because there is no need to be defensive or to fear failure or negative repercussions. We are apt to accomplish more change than with the summative approach, where sanctions force the individual to accomplish only minimum outcomes. At my college, the College of Professional Studies, we offer grants for ideas or projects that emerge from post-tenure review.

Finally, the Evolution approach promotes departmental cohesion and clarity of purpose. When all members of a department participate, their sharing can provide the information necessary for a meta-view of the department's evolution, revealing gaps that current or future members might fill, opportunities for collaboration, or even possible redefinition of the department. Experience suggests that too often this kind of sharing is sporadic and certainly not systematic enough to draw a department-wide mosaic. By looking as much into the future as into the past, evaluation becomes more formative.

Going Developmental

With so many campuses implementing Inspection Type post-tenure review one may wonder how to switch to developmental evaluation. It may not be difficult.

Once a department, college, or university decides to use developmental post-tenure review, there are two general decisions to make. One is how to organize a developmental experience (or, more likely, how to reorganize the current summative experience into a developmental one). This will require some study and questioning of assumptions, since most faculty members will not have had experience with developmental approaches. Professionals in faculty development may be helpful in this process. Second, the unit has to be assured that there is a mechanism in place to identify and address any serious performance problems — a summative mechanism. This mechanism may never have to be used, partly because the developmental process encourages tenured faculty in a way that facilitates change before serious problems occur.

Future and Creativity

Probably not since the 1960s, with its growth in opportunities, audiences, and funding, has there been such a demand for change in academia. Although technology is frequently identified as the catalyst, the broader shift stems from the questions "What is learning?" "What role does teaching play?" and "Who owns the teaching function?" At this crucial time in our history, we need faculty and staff who can be creative, take risks, experiment, and challenge assumptions. Such behavior is not likely to occur in a system that requires a summative evaluation of its senior staff every three to five years. To be light-footed requires a strong supportive context that maximizes growth and minimizes punishment, a context embodied in evaluation systems that are developmental with a triggered process to handle exceptional cases. Let's not weigh down that light foot — or worse, shoot it.

A developmental approach assumes that changes in behavior can and do occur. People are more likely to consider changes because there is no need to be defensive or to fear failure or negative repercussions.

Joan North is dean of the College of Professional Studies at the University of Wisconsin-Stevens Point, Stevens Point, WI 54481; jnorth@uwsp.edu.

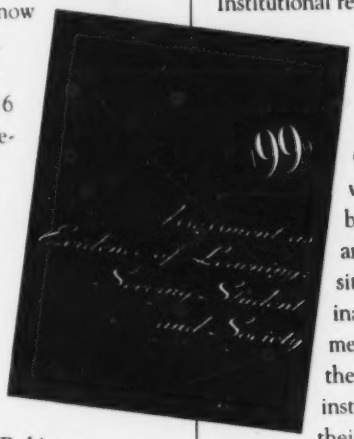
AAHE News

Election Ballots on the Way

In early May all AAHE members will receive a ballot for the **1999 AAHE Board of Directors election.** Be sure to cast your vote by returning the postage-paid response card. All ballots must be postmarked on or before Saturday, May 22. *It's your association — vote!*

Assessment

If you haven't already received the preview for the **1999 AAHE Assessment Conference,** you can now download a copy from AAHE's website. The conference, June 13–16 in Denver, offers academic rigor, new ideas and innovations, and the opportunity to work with and meet colleagues from around the world. Plenary speakers include **Tom Angelo, Cecelia Lopez, Peter Ewell, Sharon Robinson,** and **John Biggs.** Contact Catherine Wehlburg (cwehlburg@aahe.org) or Karen Kalla (kallak@aahe.org) with any questions. The AAHE assessment team looks forward to seeing you at the conference!



Campus Conversations

The **Carnegie Teaching Academy Campus Program** hosted its first **Colloquium on Campus Conversations** at AAHE's National Conference on Higher Education in March. More than 220 participants attended Colloquium sessions highlighting the work of Pew Scholars, the processes and outcomes of institutions already engaged in Conversations on the scholarship of teaching, and program work with discipline societies. Featured speakers included **Pat Hutchings,** senior scholar at the Carnegie Foundation for the Advancement of Teaching, and **Dan Bernstein,** Pew Scholar at the University of Nebraska-Lincoln. The Colloquium also premiered a video about the Carnegie Teaching Academy and its focus on the scholarship of teaching. Watch the **Teaching Initiatives** page on AAHE's website for an expanded summary of Colloquium highlights!

Institutional Portfolios

Institutional research representatives from the six institutions participating in the **Urban Universities Portfolio Project** (UUPP) have joined with colleagues from a broader group of urban and metropolitan universities to define and disseminate key indicators — measures that better reflect the contributions of their institutions to their students, their regions, and American higher education. Through this effort, the **Urban University Statistical Portrait Project** (UUSPP), several themes have emerged as candidates for indicator development. These include lifelong learning, social mobility, community service and development, access and diversity, and multidisciplinary approaches to enhancing the quality of life. In addition to focusing on external accountability, UUSPP promotes wider sharing of information for internal planning and improvement. More about the effort is available at the project's website, www.imir.iupui.edu/urban, or from project co-directors Victor Borden (vborden@iupui.edu) and Barbara Holland (hollandb@nku.edu). AAHE is a partner in the project, which is funded by the Pew Charitable Trusts.

TLT Roundtables

At many institutions, a variety of committees and departments have overlapping responsibilities for the **educational use of technology.** These groups are often:

- unaware of each other's work;
- concentrating on hardware or software at the expense of teaching and learning;
- overlooking the need for coordinated support services for new faculty efforts;
- lacking a coherent vision and conceptual framework; and
- involving only those people already closest to the technologies.

TLT Group's Teaching, Learning, and Technology Roundtables could be the answer. More than 350 colleges and universities have begun local Roundtables to refocus key resources and services on learning through more effective use of computers, video, and telecommunications. TLT Roundtables deal with the toughest questions and provide thoughtful advice to institutional leaders. **Upcoming Roundtable events** are taking place at the University of Maine (May 9–10), the University of Washington-Tacoma (May 12–14), and Notre Dame College of Ohio (May 19–21). Visit the TLT Group website, www.tltgroup.org, for more information. TLT Group is the Teaching, Learning, and Technology Affiliate of AAHE.

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Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items, to tmarchese@aahe.org.

People

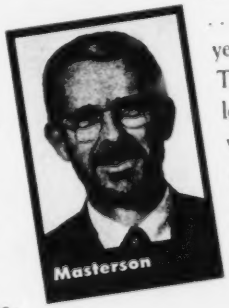
April means it's high season for appointments and departures, for the hopes that new presidents and deans bring, and for the sadness of leave-takings. . . . It's especially nice to report when the good work of the "interim" or "acting" is finally appreciated and turned into a permanent appointment . . . it happened twice recently, to **Peggy Cha,** now the provost (no adjective) at Kauai CC, and to historian **Dorothy Brown,** Georgetown U's new provost.

Learning

Renick

For those of you (like me) who always want to know more about learning and its prompting, there's lots to chew on in a new report from the National Research Council, "How People Learn: Brain, Mind, Experience, School."... Its 300+ pages sum up two years of literature review and critique by the distinguished 15-person Committee on Developments in the Science of Learning. . . . $39.95 from the National Academy Press, 800/624-6242. . . . If you're in a hurry, go to the Web — www.nap.edu — to order (or download) the report. . . . There's a dozen-page executive summary if you've only got time for the gist.

Appointments


Masterson

Lots of cheer around AAHE offices over the appointment of UM-Dearborn chancellor **Jim Renick** to the North Carolina A & T presidency . . . Jim cofounded AAHE's Black Caucus back in the '80s. . . . Rowan's **Frederico Talley** will be Olivet's new president, succeeding **Michael Bassis,** now dean and warden at New College of the University of South Florida. . . . Congratulations, too, to new presidents **Vic Boschini** (Illinois State), **Bruce Bergland** (Indiana U-Northwest), **Jack Calareso** (Iowa's Briar Cliff), **Rosemary Gillett-Karam** (Louisburg), **Bruce Grube** (Georgia Southern), **Karen Herzog** (Missouri's East Central), **Sylvester McKay** (Albemarle), and **Joseph Subbiondo** (California Inst of Integral Studies) . . . and to new VPAAs **James Gearity** (Our Lady of the Lake), **Susan Kupisch** (Lambuth), and **John Masterson** (Texas Lutheran) . . . and to **Charles Bird** (Ohio U's VP for regional higher ed), **Bobbie Hernandez Walker** (VP for student life at LSU), and physicist **Marsha Torr** (VP for research at Nebraska-Lincoln). . . . WVU's new B-school dean will be Butler's **Lee Dahringer**. . . . And finally, after what I said above, special "good luck" to the new *interim* chancellor of the Maricopa CC District, **Raúl Cárdenas.**

Member Poll

Thanks to the hundreds of AAHE members (chosen at random) who responded to our first formal poll of the membership. . . . I guess it's no surprise, but members told us emphatically that the two issues they want AAHE to dig into more deeply are technology and assessment. . . . Our Board takes up the cause at its April 26–27 meeting (on the campus of Howard U). . . . I intend to devote significant new effort to assessment, starting this summer. . . . For the AAHE Assessment Forum we're pursuing the appointment of a new, full-time director, which we hope to announce at this June's Assessment Conference in Denver . . . I hope to see you there (June 13–16) to talk more about this.

Next Generation

Two striking findings from the member poll: 49% of the respondents were in just one (older!) age bracket — their 50s — and a very high 48% were women. . . . This made me look again at the list of this year's ACE Fellows, announced April 7. . . . There are 34 in all, a great pool of future leaders, two-thirds of whom appear to be women. . . . Best hopes for AAHE members on that list: **Susan Ambrose** (Carnegie Mellon), **Joyce Kinkead** (Utah State), **Patricia O'Brien** (Bridgewater State), **James Reynolds** (Drake), and **Edward Thompson III** (CSU-San Marcos).

Transplant Fund

Rovelle Smith, daughter of AAHE Black Caucus past chair **Roland Smith,** needs a kidney transplant. The Caucus has established a fund to help with costs. If you'd like to contribute, send donations to the Rovelle Smith Organ Transplant Fund, c/o Industrial Bank, 2002 Eleventh Street, NW, Washington, DC 20001, attn: Patricia Mitchell.

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Service-Learning

AAHE's **Service-Learning Project** hosted a **special colloquium** in March, just prior to AAHE's National Conference on Higher Education. Twelve disciplinary areas were represented by delegates from discipline-specific national associations and by faculty leaders in those fields.

The group collaborated on three areas of common interest. First, it discussed strategies for organizing to promote service-learning at the national disciplinary association level. Second, it explored the concept of "resource kits" that would complement the *AAHE Series on Service-Learning in the Disciplines* by helping faculty practitioners feel more comfortable and confident in utilizing service-learning. Third, it mounted three complementary discussions on reflective practice: reflective practice in technically oriented disciplines; civic literacy across the disciplines; and ways to ensure that service-learning practice dismantles rather than reinforces social stereotypes.

A related group will convene at a colloquium prior to the 1999 AAHE Assessment Conference in Denver to discuss issues of service-learning research and assessment. Colloquia are supported by funds from the Corporation for National Service — Learn and Serve America. For more information contact Teresa E. Antonucci (x34), tantonucci@aahe.org.

To order any of the 18 volumes in the *AAHE Series on Service-Learning in the Disciplines* contact Rhonda Starks (x11) at the Publications Order Desk, pubs@aahe.org.

CALENDAR

Spring Board of Directors Meeting.
Howard University, Washington, DC.
April 26–27, 1999.

Constituency Group Leaders Annual Retreat. Washington, DC.
May 20–21, 1999.

1999 Board of Directors Election.

- Ballots due.
  May 22, 1999.

1999 AAHE Summer Academy.
Aspen, CO. July 14–18.

1999 Assessment Conference.
Denver, CO. June 13–16.

- Early Bird Registration Deadline.
  May 7, 1999.
- Regular Registration Deadline.
  May 21, 1999.

1999 TLT Group Summer Institute.
Williamsburg, VA. July 8–12.

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As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education*); and more!
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Vol. 51 No. 9 • May 1999

AAHE Bulletin

A Publication of the
American Association for Higher Education

Assessment

How to:
Get started quickly
Focus on student learning
Transform campus culture
Align objectives and tasks

Tom Angelo, Catherine Wehlburg, and John Biggs point the way.

Also in this Issue:

- **AAHE News**
- **Projects**
- **Bulletin Board**
  by Ted Marchese

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

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Assessment aligned with learning objectives.
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by Ted Marchese

In a recent survey, assessment was identified as one of the issues AAHE members are most concerned about. They may be preparing for an accreditation visit, responding to demands for accountability, trying to improve programs on the basis of evidence about what students learn, or determining the effectiveness of new pedagogical strategies. In all of these efforts, there's a new urgency to track student learning in ways that help that learning along.

This new energy about assessment has led to a renewed commitment on AAHE's part to keep assessment an integral part of its core projects. This month we offer a special "assessment" issue of AAHE Bulletin. *We hope you enjoy it and will join us for the upcoming* AAHE Assessment Conference, *"Assessment as Evidence of Learning: Serving Student and Society," June 13–16 in Denver. All three of this month's authors will be there, giving talks and answering your questions.*

We count on you, our members, to help us continually reinvent our activities in the assessment arena.

— Eds.

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Editor: Theodore J. Marchese
Managing Editor: Carrie Witt
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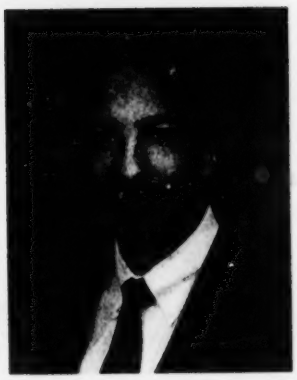
Doing Assessment As If Learning Matters Most



by Thomas A. Angelo

After nearly two decades of uphill struggle, the assessment movement has reached a promising plateau. In general, U.S. higher education has moved beyond unproductive, dualistic debates (remember "four legs good, two legs bad" from *Animal Farm*?) over whether assessment should focus on accountability or improvement. Today, most faculty and academic administrators have finally, if reluctantly, come to accept that dealing with both is a political and an economic inevitability. Nonetheless, most of us think assessment should be first and foremost about improving student learning and secondarily about determining accountability for the quality of learning produced. In short: Though accountability matters, *learning still matters most*.

This realignment of opinion hasn't occurred by chance. Since the mid 1980s, a dedicated and widely dispersed cadre of activists and opinion leaders from higher education associations, regional and professional accrediting agencies, disciplinary societies, and campuses have urged us to use assessment to improve learning quality and productivity. In response, tens of thousands of faculty and administrators on hundreds of campuses have endured speeches, labored in workshops, and conferred at conferences on assessment. Collectively, on committees and task forces, they've produced cubic yards of plans, projects, statements, and reports. Thousands have become familiar with, even expert in, assessment. Examples of clever adaptations and creative invention abound. All this effort has been expended despite the fact that involvement in assessment typically counts for little or nothing in pay or in tenure, retention, and promotion decisions. Thus, when most academics "do assessment," personal and professional values motivate them. And the strongest of those intrinsic motivators is undoubtedly the desire to improve student learning.

So the good news is that, over the past two decades, we've made impressive progress in assessment. On the other hand, we still don't have much solid evidence of learning improvement. Why hasn't so much hard work by so many smart and dedicated people led to better outcomes?

Why Hasn't Assessment Led to More Learning Improvement?

In his December 1997 *AAHE Bulletin* article "Organizing for Learning," Peter Ewell provides an insightful response to this question. Commenting on a range of academic change initiatives, assessment included, Ewell argues that our lack of success in improving collegiate learning stems from two common flaws in our change strategies: Initiatives have been implemented without a deep understanding of what "collegiate learning" really means and which strategies are likely to promote it; and initiatives have, for the most part, been attempted piecemeal within and across institutions. Echoing Ewell, I'll argue that most assessment efforts have resulted in little learning improvement because they have

been implemented without a clear vision of what "higher" or "deeper" learning is and without an understanding of how assessment can promote such learning. I'll also propose that our piecemeal attempts stem partly from a mechanistic, additive model of assessment, which needs to be replaced by a transformative assessment-as-culture-change model if we're to make real progress.

Three Steps Toward Transformative Assessment

The assessment movement needs a new, more compelling vision to reinspire and reorient our efforts. To steal a phrase from Steve Gilbert of the TLT Group (the Teaching, Learning, and Technology Affiliate of AAHE), we need a "vision worth working toward." Second, we need a different concept of assessment itself, a new mental model. And third, we need research-based guidelines for effective assessment practice that will increase the odds of achieving more productive instruction and more effective learning.

A Vision Worth Working Toward: Assessment for Learning Communities

Our vision of and goals for assessment have led us to less-than-optimal outcomes. For example, we've sometimes confused means and ends, doing assessment as if the assessment process matters most, losing ourselves in the technique and method. More often we act as if winning matters most — whether the prize is status, higher funding, or accreditation. Though means and extrinsic ends are important, it's time to put the highest priority on doing assessment as if learning matters most.

Let me make a comparison to the U.S. space program. NASA, under great political pressure, first focused on winning the space race with the Soviets. When NASA made gains, the agency was rewarded with accolades and bigger appropriations. Along the way, many NASA scientists and engineers became fixated on the scientific and technological aspects of the enterprise — on designing more ambitious, more complex, and more costly equipment and missions. The Hubble Space Telescope and the space station are outcomes of those aims. The overarching aims and vision of space exploration — to discover new worlds and extend our understanding of the universe — were often lost in the shuffle. Thus, even before the Soviets disappeared, most Americans had lost interest in the race and didn't share NASA's fascination with the technology. Now NASA is struggling to rebuild public support by focusing more attention on cultivating the intrinsic human interest in discovery — our collective desire "to boldly go where no one has gone before."

In a widely read and discussed article, Robert Barr and John Tagg developed the thesis that U.S. higher education is in the midst of a historic shift from a teaching-centered to a learning-centered paradigm ("From Teaching to Learning," *Change*, Nov/Dec 1995). In this emerging paradigm, Barr and Tagg see the primary purpose of colleges and universities as producing learning rather than providing instruction, and traditional teaching as only one of many means of learning production. Drawing inspiration from Barr and Tagg, I predicted in a 1997 article that one major outcome of this paradigm shift would be the transformation of colleges and universities from "teaching factories" into "learning communities" (see "The Campus as Learning Community," *AAHE Bulletin*, May 1997). By learning communities, I meant carefully designed groupings of students and faculty working intensively and collaboratively toward shared, significant learning goals — often by focusing on themes that cut across several traditional disciplines.

As K. Patricia Cross pointed out in ACPA's July/August 1998 issue of *About Campus*, strong support for engaging students in interactive, collaborative learning communities can be found in the research on learning outcomes, on development, and on cognition and motivation. She also noted important pragmatic reasons for creating learning communities, among them workforce training and citizenship education.

In my view, the learning communities ideal and many of its best current manifestations represent a vision worth working toward, not just for assessment but also for educational change efforts in general. Having the construction of learning communities as a goal is quite different from aiming at incrementally improving our present system. It's a whole new ball game. If we accept, at least for the moment, creating productive learning communities as an orienting vision, then our concept of assessment must also change to support that vision.

Changing Our Mental Models: Assessment as Culture Transformation

The second reason our assessment efforts have been less successful than desired has to do with our concept of assessment itself. Some view assessment as a mechanistic, technical process — a collection of monitoring and problem-solving devices that can be dropped into or added onto existing academic programs, much as we might connect an antismog device to a car engine. Others, probably conditioned by program evaluation and accreditation experiences, see assessment as a necessary, periodic bother, like a visit to the accountant at tax time. In either case, assessment is seen as something that might result in small changes, usually adding data-collection and reporting processes here and there. At this point, we have enough collective experience to realize

that these additive, episodic approaches to assessment rarely work or last.

To improve learning and promote learning communities, we must recognize that successful assessment is *not* primarily a question of technical skill but rather one of human will. To return to the NASA analogy, all the advanced rocket science in the world is of little use if there is no widely shared interest in exploring the universe. Assessment may not be rocket science, but the same principle holds: Assessment techniques are of little use unless and until local academic cultures value self-examination, reflection, and continuous improvement. In general, already existing assessment techniques and methods are more than sufficient to meet the challenges we face. It's the ends toward which, and the ways in which, we use those tools that are the problem.

Four Pillars of Transformative Assessment

I don't believe we can construct learning communities with our students or practice transformative assessment unless we first develop what Peter Senge, in *The Fifth Discipline* (Doubleday, 1990), calls "personal mastery." Thus, in order to move beyond piecemeal and superficial change and toward transformation, we need to develop a learning community–like culture among the faculty and administrators involved in assessment. Four basic preconditions are key to this collective personal mastery. First, we need to develop shared trust; second, shared visions and goals; and third, shared language and concepts. Fourth, we need to identify research-based guidelines that can orient our assessment efforts toward the goal of creating productive learning communities. (Since all these preconditions need to be developed at more or less the same time, their presentation order is relatively arbitrary.)

Build shared trust: Begin by lowering social and interpersonal barriers to change. Most of us learn little of positive or lasting value from people we don't trust. To form a productive learning community, the faculty involved in assessment must first come to trust one another. Let me suggest a simple first step. Before turning to the problems, tasks, and issues to be resolved, take time to highlight what participants are doing well and to share successes. Encouraging participants to share examples of successful teaching or assessment practices allows them to present their best face and demonstrates that each is a smart person with ideas to contribute. Whatever the means, the point is to start not with problems and debate but by helping participants feel respected, valued, safe, and in the company of worthy peers.

Build shared motivation: Collectively identify goals worth working toward and problems worth solving — and consider the likely costs and benefits. Since goals powerfully motivate our behavior, developing a set of shared learning/assessment goals is a logical next step in building a productive learning community once shared trust has been established. Most of us are more productive when we're working toward clear, personally meaningful, reasonable goals. While students and faculty members typically have goals, they rarely can articulate what these goals are, rarely know how well these goals match their peers' goals, and rarely focus on learning. Faculty goals tend to focus on what they will teach, rather than what students will learn; student goals often focus on "getting through."

There are many techniques for assessing goals, but the key is to find learning-related goals in common. The "Teaching Goals Inventory," developed by K. Patricia Cross and me, is a (non-copyrighted) quick self-scorable questionnaire to help faculty identify their most important instructional goals. You can find the Inventory in *Classroom Assessment Techniques* (Jossey-Bass, 1993). An even simpler approach is to ask faculty to list two or three assessment questions they would like to see answered in the coming year, or things they would like to ensure that students learn well before graduating, and then look for common goals across the lists. Whatever the shared goals, in order to be useful they must be clear, specific, linked to a timeframe, feasible, and, most important, significant.

Goals are not always sufficient to motivate us to learn. After all, if the status quo is not problematic, why change? But not all problems provide useful starting points. As Ewell noted, "Maximum learning tends to occur when people are confronted with specific, identifiable problems that they want to solve and that are within their capacity to do so." In any case, it's critical to connect and frame problems within a larger vision of shared goals so that energies and resources aren't dissipated in myriad efforts that add up to little or no improvement.

Here's a three-step thought exercise faculty and students can use to identify promising assessment problems. First, once you have a problem in mind, write down what you think the best solution would be. Second, assuming that were the solution, *could* the group actually implement it? And third, even if it could be implemented, *would* the group choose to do so? If the answer to either of the latter questions is "no," it's probably not a problem worth taking on. If the answers are "yes," then it's time for a cost–benefit analysis — however informal — of the proposed solution.

I recommend trying to "guesstimate" the following types of costs before committing to an assessment problem: costs in human time and effort, costs in financial resources, costs in political capital, and opportunity costs (i.e., what other important problems won't you be able to tackle if you follow this path?).

Build a shared language: Develop a collective understanding of new concepts (mental models) needed for transformation. Building a shared vision for transformative change requires shared mental models and shared language for describing and manipulating those models. In other words, before we can collaborate productively we must establish what we mean by terms such as *learning*, *community*, *improvement*, *productivity*, and *assessment*. Taking this step will allow us to make any implicit conflicts among our mental models explicit so that we can work them out.

One simple strategy for uncovering different mental models is to ask faculty to define in writing what they mean by one key term, such as *assessment*. Then collect those responses and discuss them or create a concept map from them, making visually apparent the areas of agreement and difference. You may find that *assessment* means, variously, standardized testing, student ratings of faculty, grading, institutional research, and time wasted. Rather than arguing for one correct definition, I suggest proposing the adoption of an additional, shared working definition, much like adding another meaning after a word listed in a dictionary. This strategy doesn't force individuals to change their mental models, something many will resist. Rather, it asks only that they acknowledge differences between their models and the group's and that they use the group model when collaborating.

Build shared guidelines: Develop a short list of research-based guidelines for using assessment to promote learning. Several lists of guidelines for effective assessment already exist, most notably AAHE's "Principles of Good Practice for Assessing Student Learning" (posted to AAHE's website, www.aahe.org). What I'm suggesting here, however, is that individual campuses and programs can benefit from constructing their own specific lists of principles or guidelines — lists that can also serve as the criteria for evaluating their own assessment plans and efforts. As an example, here's a list of principles I've developed, based on my reading of the research on improving learning and development.

10 Guidelines for Assessing As If Learning Matters Most

If learning really matters most, then our assessment practices should help students develop the skills, dispositions, and knowledge needed to:

- Engage actively — intellectually and emotionally — in their academic work.
- Set and maintain realistically high, personally meaningful expectations and goals.
- Provide, receive, and make use of regular, timely, specific feedback.
- Become explicitly aware of their values, beliefs, preconceptions, and prior learning, and be willing to unlearn when necessary.
- Work in ways that recognize (and stretch) their present learning styles or preferences and levels of development.
- Seek and find connections to and real-world applications of what they're learning.
- Understand and value the criteria, standards, and methods by which they are assessed and evaluated.
- Work regularly and productively with academic staff.
- Work regularly and productively with other students.
- Invest as much engaged time and high-quality effort as possible in academic work.

The limits of this article do not allow me to illustrate the guidelines above, but many appropriate examples can be found in the assessment literature. But those examples, and any list of assessment guidelines, will only be useful to the extent that we, the assessment activists, first establish the fundamentals. To achieve transformation in higher learning, we must develop shared trust, a transformative vision of goals worth working toward, and shared language and concepts equal to the challenge. If we plan and conduct our assessment projects at every step as if learning matters most — and not just student learning, but ours as well — then the distance between means and ends will be reduced and our chances of success increased.

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How To Get the Ball Rolling: Beginning an Assessment Program on Your Campus

by Catherine Wehlburg

You knew it was coming, you just didn't want to think about it. Or when you did think about it, you convinced yourself that it was just a fad. But finally the letter or phone call came and you knew it had to be done. The assessment process is often put off until the last possible moment, and then it can become a heavy and externally mandated load.

This article is not about the "best" way to approach the assessment of student learning, or even about the most up-to-date and sophisticated methods of implementing an assessment program. Instead, this article is designed to help you take the initial steps toward a campus culture that benefits from a meaningful assessment program, even when you need assessment information quickly under external mandate.

Getting To Assessment

It seems that assessment isn't always the most popular topic among faculty members. Ralph Wolff and Olita Harris, writing in *Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World* (Jossey-Bass, 1994), describe stages that an institution typically goes through when addressing the (usually) mandated need for assessment. These stages are loosely based on Elizabeth Kubler-Ross's work on the stages of death and dying.

The first stage is typically *denial*. Often faculty (and administrators) have vague feelings of uneasiness in this first stage and struggle to maintain status quo. Faculty may picture assessment as the next higher education fad that will soon pass.

Once an institution accepts assessment as something that will have to be done, that institution hits the second stage — *resistance*. Here, individuals see assessment as a threat to their department, course, or college. As part of this stage, some efforts are made toward an assessment plan, but these efforts are usually made by a small committee and are not seen as important by the entire campus.

The third stage, *understanding*, shows a campus making efforts to define an assessment plan specific to the needs of that campus. Normally, this is where a census is taken of existing efforts, such as data collection and any ongoing assessment of student learning and student satisfaction.

In the fourth stage, *campaign*, assessment principles and guidelines are further defined and the institution is well on its way to a working assessment plan.

In *collaboration*, the fifth stage, specific and long-range objectives are clearly defined and assessment is widely supported as a useful tool.

Finally, in *institutionalization*, assessment becomes a permanent part of the cycle of the institution, and refinement of the assessment process is occurring.

Start Small

To assess student learning outcomes is a complex process. But it doesn't need to start out that way. The first year or two of institution-wide assessment should begin modestly so that the information collected can help to define and refresh accomplishments.

- Start simple. Choose a limited number of outcomes to measure at first. You can always add more later.
- Carefully define your student learning outcomes. If you don't know what you are looking for, you will have a difficult time measuring it.
- Discuss how the results of the assessment program will be disseminated and used. If faculty and administrators can agree on how the information will be used, there will be fewer problems later.

Apply the Process

Putting an assessment process together is simple. It is the application of this process that can get complex and can appear almost insurmountable if too much is asked of the faculty without their understanding the process.

Decide what your institution needs to find out about student learning and what information is required by your regional accreditation association or state board of education. This can be done in several ways, but it usually involves a committee that is assigned the task of developing the assessment plan. This committee must carefully decide on what the assessment plan should include. Start simple and start with the mission statement. This discussion will be one of the most frustrating and fruitful. When I go to an institution and work with faculty and administrators, I give them a copy of their own mission statement and ask them to imagine the perfect graduate. What values does that graduate hold? What skills can that student demonstrate? What materials are in that student's portfolio?

You can always add areas. Resist the urge to begin with a list of questionnaires or surveys. At this first stage, just discuss what you want to know. For example:

- What does the mission statement indicate are important outcomes?
- What should a graduate of this institution know?
- What specific skills should a graduate of this institution have?

Begin by brainstorming a list of desirable student outcomes. Share this list widely on your campus and ask for additional items. Not everyone has to agree — the purpose is to give your committee a starting point for discussion.

Go through the list of outcomes generated and decide which items would likely be agreed upon by a majority of individuals on your campus. To do this, you need input from the campus community. Go to faculty meetings, board of trustee meetings, student senate meetings, and any others that are appropriate to your campus. Keep in mind that it is much better to start with a few outcomes that everyone can agree on, rather than waste a great deal of time and energy arguing over those that aren't as universal. Remember, you can always add to your list of outcomes. Don't worry if the list appears to be limited and superficial. It is a start, and you can keep the momentum going more easily with concrete outcomes.

Develop (or find) at least one way to measure each of the outcomes that were agreed upon by your campus. If possible, develop more than one way to measure each outcome. Think of this step as a way of discovering what sources of data already exist on your campus. No one wants additional work, so it is important to use what your campus already has. Some of these existing data will have direct application. Maybe your alumni office has years of alumni surveys, for example, or the dean of students has reams of information on your incoming freshman class. Sometimes all it takes is the addition of a few questions to an existing survey, such as asking for alumni job titles on the annual questionnaire. This way there is no additional cost to the institution. This piggy-backing technique can be a great way to incorporate some aspects of an assessment plan into the cycle of the campus without large additional costs. What about campus writing programs? Are there courses that all students take as freshmen?

Not all assessment instruments are surveys, of course. Some efforts will be new or completely revised. For example, perhaps your institution would like to use portfolio assessment to judge student knowledge in general education. This may be something new to your campus. But there may be someone on your campus (in the art department, for example) who has been using portfolios for decades. That person could be very important on an assessment committee.

Standardized tests and other published instruments may also be a way for your campus to gain information on the learning outcomes of your students. Keep in mind that multiple measures of an objective will give you a greater understanding of the data you collect.

Implement your plan. Begin to measure the outcomes that your institution has agreed upon. This is very important because if the first implementation phase does not work well, some individuals on your campus may feel that assessment will not be a helpful tool for the future or, worse, they may feel that they have wasted their time working with the assessment committee. Suppose your campus has decided to use a portfolio to assess general-education learning outcomes

and you want to begin collecting information for that portfolio in the first semester of the first year. This means that you will need to have the details of this plan in place before the students come to campus for their orientation. Don't try to rush the implementation just to do it. You are gathering information that has the potential to cause curricular change, and this gathering must be done purposively.

Assess the assessment plan. By assessing what occurred after the first implementation, your institution will be able to make the corrections that will make future assessment more helpful. For example, on one Midwestern campus the first year of the assessment plan went relatively well, but there were additional items on which the campus community wanted more data. The assessment office saw that this could be an opportunity to embed the assessment process more deeply in campus life. Because the individual department chairs wanted more data, they became involved in the process and advocated for the assessment plan.

Assessment can be viewed as a circle (see diagram). Assessment activities can measure specific goals to be met by the curriculum. On the basis of the assessment, curriculum changes may be made. Student learning may change because of the curriculum changes, and then the student learning is again assessed, and the circle continues.

Effective Plans

To be workable, effective, and meaningful, an assessment plan should have the following characteristics:

- An effective assessment plan should flow from the mission statement and should influence the curriculum and the campus life. In other words, assessment should be an ongoing process that interacts with existing curriculum. Remember the circle concept!
- Faculty, administrators, staff, and students (both current and former) should be involved in the assessment process in some way. This is the only way to gain a broad acceptance of and commitment to assessment. Not everyone needs to be on the assessment committee, but individual departments can be intimately involved in developing outcomes for their department, and student services individuals can work on the outcomes of their areas. The assessment committee can then work as the facilitator rather than as the creator and owner of the assessment process.
- Data-collection devices already in use should be incorporated into the plan. This potentially lessens the work necessary to create new assessment instruments *and* includes more of the campus community.
- The assessment plan should lead to the process of improvement. Assessment is not a task to complete or a hoop through which to jump.
- Finally, the plan should include a process for assessing itself. This allows for the continuous development of the campus and the curriculum and provides the campus community with a process for making true and meaningful changes. Make sure that the data resulting from the assessment process are used appropriately and disseminated to those who can take action.

Assessment works best if the process is begun at the grassroots level on a campus, but a mandate by a regional accreditation association or a state governmental agency can get the ball rolling. Regardless of the impetus, by taking hold of the assessment process and making it work for your individual campus, you will be able to improve the quality of learning for current and future students.

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"From our students' point of view, the assessment always defines the actual curriculum."

— P. Ramsden, *Learning to Teach in Higher Education* (Routledge, 1992)

Assessment: An Integral Part of the Teaching System

Two models

by John Biggs

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This statement explains the "backwash" effect that assessment has on student learning, an effect that is usually seen as deleterious to the quality of learning, as indeed it usually is. "I hate to say it," one psychology undergraduate said, "but what you have got to do is to have a list of 'facts'; you write down the important points and memorize those, then you'll do all right in the test. ... If you can give a bit of factual information — so and so did that, and concluded that — for two sides of writing, then you'll get a good mark." (from P. Ramsden, "The Context of Learning," in *The Experience of Learning* [Scottish Universities Press, 1984])

Backwash from assessment need not be the problem, however, but the solution. In a criterion-referenced system, the objectives are embedded in the assessment tasks. So if students focus on the assessment, they will be learning what the objectives say they should be learning. It is only when the assessment tasks elicit lower-level cognitive activities than the objectives intend that backwash gets a bad name. Unless the psychology teacher really did think memorization was an adequate demonstration of understanding — which I doubt — the above example reveals a lack of alignment between the objectives and the assessment.

Poor alignment exists for two reasons: administrative convenience and genuinely confused thinking about assessment. The confusion arises because two quite different models of summative assessment coexist.

The Measurement Model

The measurement model was developed by psychologists to study individual differences. It is norm referenced and designed to assess personal characteristics of individuals for the purpose of comparing them with each other or with general population norms. The measurement model requires that:

- performances or assessment results be reduced to numbers along a scale;
- the characteristic being measured is stable over time;
- the test spread students out, clearly sorting the high from the low performers, so that comparisons between individuals can easily be made — frequently the results are expected to lie on the bell curve; and
- students be tested under standardized conditions.

As none of these conditions should apply to teaching, when the measurement model and norm-referenced assessment in general are used for normal classroom assessment there is a

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lack of alignment. For one thing, the epistemology is wrong. The sort of knowledge we teach at a university is hard to reconcile with an assumption that knowledge comes in units (a word, an idea, a point) that are correct or incorrect and are "worth" the same as all other units. But all units must be equal, because we add them up and average them. Acting as if it doesn't matter *what* you get correct, as long as there are (usually) fifty of them, is a travesty of teaching, yet it is the working theory underlying many common assessment procedures, and I am referring not only to multiple-choice tests.

Teachers should not want "a good spread" in assessment results. Good teaching *reduces* variance in the assessment results: the more students who perform well, the better the teaching. Yet those using a measurement model see it quite differently: They think good teaching helps sort the pass-level sheep from the future-graduate-student goats, so that a teacher whose students consistently achieve well they assume to have slack standards.

Standardization of assessments is another measurement-model requirement; the playing field must be level when assessment is norm referenced. This is in opposition to criterion-referenced assessment, which aims to see what levels of performance individual students are capable of reaching. In criterion-referenced assessment, students demonstrate their learning in a variety of ways, as in the learning portfolio.

The Standards Model

The standards model is designed to assess changes in performance as a result of learning for the purpose of seeing what, and how well, something has been learned. Such assessment must be criterion referenced. This model is the relevant one for summative assessment at a university. The point is not to identify *students* in terms of some characteristic but to identify *performances* that tell us what has been learned and how well. Assumptions underlying the standards model are these:

- Learning grows cumulatively, changing its structure as understanding develops. The changing structure is an indication of how well knowledge is developing, and learning should be assessed in terms of that developing structure, not in terms of how students compare with each other.
- An outcome of learning should be assessed holistically, as a whole structure, not analytically as the accrual of discrete marks or percentages.
- The assessment grade describes a student's performance in terms of how well it matches the teaching objectives. An "A" represents a performance that matches the highest expectations, a "D" represents a performance that is minimally acceptable.

For various historical and philosophical reasons, the measurement model has dominated teachers' thinking about assessment, and their practice. But the measurement model doesn't make educational sense. Let us go back to the basics of teaching.

The Design of Teaching

"If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes. ... It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does" (T.J. Shuell, in *Review of Educational Research*, no. 56, 1986). This statement provides a blueprint for the design of teaching and criterion-referenced assessment that is radically different from the design prevailing, I would guess, in most institutions. A great majority of teachers focus their awareness on what they themselves are doing, not on what their students are learning. When we define teaching in terms of student learning, we face three steps:

- In saying what the *desired outcomes* are we specify our objectives.
- In deciding whether the outcomes are learned in a *reasonably effective manner* we use criterion-referenced assessment tasks.
- In getting students to *engage in (appropriate) learning activities* we encourage students to learn in a way that is likely to achieve our objectives.

Here is a design for good teaching: When we have decided what we want students to learn, we teach and assess accordingly. In practice, it helps to formulate the objectives in terms of *verbs* that address the desired levels of understanding as they relate to the content taught. Teaching/learning activities that are likely to elicit these verbs are then chosen, consistent with resources, and the assessment tasks also address those same verbs. Students are trapped in a network of higher-order learning activities. I call this network "constructive alignment."

Defining the Objectives

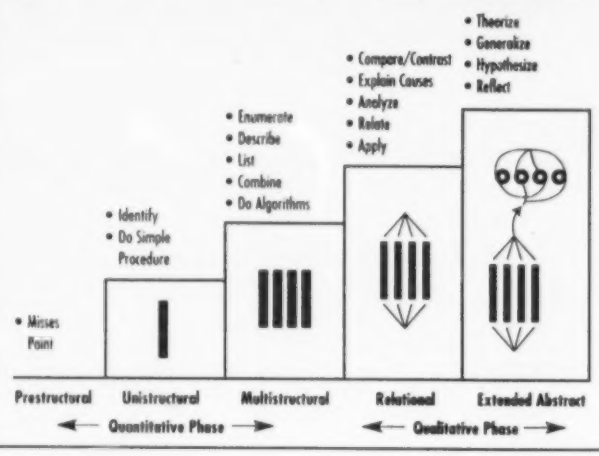
The initial task is therefore to clarify the kind of understanding that is wanted, which requires a theory of learning that enables us to get hold of the changing structure of learning as it develops. Further, if the student's performance is to be graded ("A," "B," "C," "D"), the objectives need to be stated in such a way as to allow the information from the assessments to specify the level of pass.

Various models can be used to define the hierarchical nature of understanding in order to derive such a framework. One such model is the SOLO taxonomy, which suggests that as learning proceeds five general hierarchical levels of learning can be discerned:

- *Prestructural*, where the learning is irrelevant or inappropriate to the task.
- *Unistructural*, where one relevant aspect is picked up.
- *Multistructural*, where several relevant aspects are acquired but not connected. They are bricks without a blueprint for the building.

- *Relational*, where the learnings are integrated, so that the case is made and the phenomenon is explained. The bricks become a building.
- *Extended Abstract*, where the structure learned becomes transferable to far domains; hypotheses are constructed and alternatives are suggested.

Figure 1: A hierarchical model of learning for forming curriculum objectives.



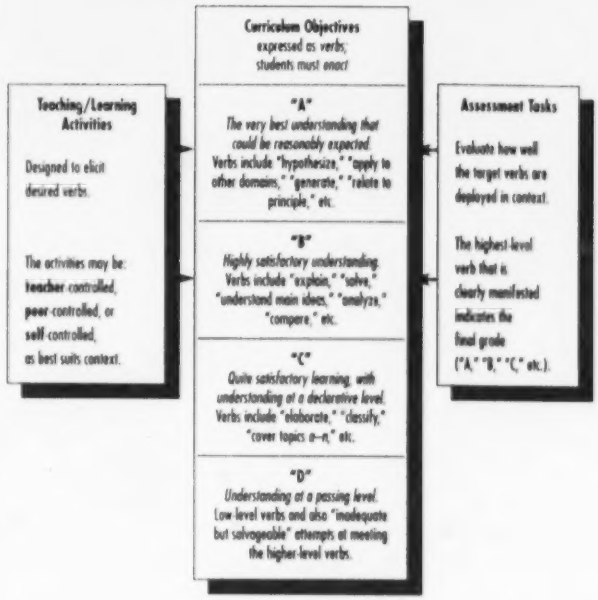
These points are illustrated in Figure 1. For more on the SOLO taxonomy, see my book with K.F. Collis *Evaluating the Quality of Learning* (Academic Press, 1982).

When defining objectives, then, it is necessary to define the quality of learning in each level in the grading hierarchy. This may be achieved by applying the appropriate ranges in the SOLO taxonomy that might be appropriate for the content being taught in the module in question. The best that can reasonably be expected becomes "A"-quality. Probably next, we would define that which is minimally acceptable, and that becomes "D"-quality learning. "B" and "C" fall in between. Some generic verbs at the head of each level are suggested (see Figure 1); they may help define desired grading levels, but of course each discipline area and topic would have its own verbs that apply to specific content.

Assessment in the Overall Picture

This general design of instruction is illustrated in Figure 2. The objectives are central, and here they are defined generically with some typical verbs. The next steps are to decide on what teaching/learning activities and assessment tasks are appropriate and feasible. These steps require detailed decision making. (I go into greater detail on both teaching and assessment decisions in my book *Teaching for Quality Learning at University* [Open University Press, 1999].) The job of assessment is to provide evidence as to the level consistently reached by a student. If assessment results must be reported in percentages, an extra step is required: one needs, first, to

Figure 2: Constructive Alignment: aligning curriculum objectives, teaching/learning activities, and assessment tasks.


Curriculum Objectives
expressed as verbs;
students must enact
"A"
The very best understanding that could be reasonably expected.
Verbs include "hypothesize," "apply to other domains," "generate," "relate to principle," etc.
"B"
Highly satisfactory understanding.
Verbs include "explain," "solve," "understand main ideas," "analyze," "compare," etc.
"C"
Quite satisfactory learning, with understanding at a declarative level.
Verbs include "elaborate," "classify," "cover topics a–n," etc.
"D"
Understanding at a passing level.
Low level verbs and also "inadequate but salvageable" attempts at meeting the higher-level verbs.
Teaching/Learning Activities
Designed to elicit desired verbs.
The activities may be: teacher-controlled, peer-controlled, or self-controlled, as best suits context.
Assessment Tasks
Evaluate how well the target verbs are deployed in context.
The highest level verb that is clearly manifested indicates the final grade ("A," "B," "C," etc.).

grade qualitatively, and then to fine-grade within each category quantitatively, indicating how good a representation of that category a performance is. There are, however, better holistic alternatives. Reporting in percentages is a different matter from originally assessing in percentages; the former can be accommodated but the latter cannot easily be justified educationally.

Summary

Teaching is commonly based on a transmission model, where the teacher "covers" topics A–N with the teaching method held constant (usually lecturing) and a summative assessment based on the measurement model. The role of the assessment is to rank the students using a test that provides a good spread (an outcome that can be guaranteed by throwing in a few items that were specifically *not* in the curriculum). Norm-referenced assessment provides no intrinsic relation between objectives, teaching, and assessment, so that learning outcomes are strongly dependent on individual student qualities rather than on good teaching.

This article describes an alternative model that sees teaching as a system in which all components interact. Assessment procedures and teaching methods are in place to serve the objectives by focusing on the learning activities that the objectives specify or imply. Such a system is less likely to allow surface learning, where students underperform in terms of cognitive level.

AAHE News

Will You Be Attending?

Time is running out to attend AAHE's Assessment Conference, **"Assessment as Evidence of Learning: Serving Student and Society,"** June 13–16 in Denver. Plenary speakers include Tom Angelo, Catherine Wehlburg, and John Biggs ... whose articles appear in this issue of the *Bulletin*.

- To make a hotel reservation, call the Adam's Mark Denver Hotel at 800/444-2326 or visit the hotel's website at www.adamsmark.com/denvr.htm.
- The deadline for mail conference registration is past, but you can still register onsite: AAHE members $365; nonmembers $410.

More information about the conference's 28 workshops and 120+ sessions is available on AAHE's website. Please join us in Denver!

Institutional Portfolio Project

What makes a university "urban"? This question was the focus of a meeting last month in New York City of the **Urban Universities Portfolio Project (UUPP).** The three-year project is a collaboration between AAHE and IUPUI to guide six urban public universities in creating institutional portfolios and an auditing process.

Attendees discussed how their institutions serve and use their city, what student learning outcomes and processes relate most clearly to their urban identity, and what achievements illustrate their urban character. How the urban attributes of their student population affect teaching and learning was another major focus. For example:

- Urban university students frequently attend part-time but bring a professional, focused orientation to their studies, along with high motivation.
- Urban universities serve large numbers of transfer students. Key skills in areas such as communication and critical thinking should be developed at every level of the curriculum, not concentrated in lower-division courses. At the same time, the curriculum's impact on these skills is more difficult to assess when students are continually entering and leaving.

These and other project discussions will help shape development of the institutional portfolios, especially the documentation of learning in an urban university context. For more, visit the UUPP website (www.imir.iupui.edu/portfolio) and attend UUPP's June 14 session (#47) at the AAHE Assessment Conference in Denver.

Participants in the Urban Universities Portfolio Project met last month to discuss their institutions' unique characteristics. Among the attendees were Sharon Hamilton (left), IUPUI campus project director; Victor Borden (center), IUPUI Institutional Researcher; and Myron Henry (right), member of the UUPP Institutional Review Board.

New Pathways II: Policies on CD-ROM

Under the umbrella of AAHE's Forum on Faculty Roles & Rewards and its "New Pathways II" effort, the **Project on Faculty Appointments,** at Harvard University, has just released a **CD-ROM of policies** from 216 four-year college and university handbooks. Locate and compare policies on academic freedom, promotion and tenure, ranks and titles, post-tenure review, program discontinuation, financial exigency, and more. Order via hepg@harvard.edu or by calling 800/513-0763. Cost is $100.

• Website: www.aahe.org • Fax/Access: 510/271-8164 • Listserv info: Fax/Access, item 12

Save the Dates!

The **Eighth AAHE Conference on Faculty Roles & Rewards** is coming to the Hyatt Regency New Orleans, February 3–6, 2000.

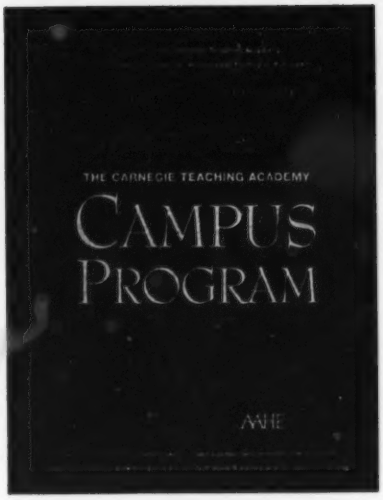
2000 marks the tenth anniversary of the seminal Carnegie Foundation report *Scholarship Reconsidered*, in which Ernest Boyer challenged the academy with a broader definition of "scholarship" that he believed would enrich the quality of undergraduate education. Because the report gave major impetus to the launching of AAHE's Forum on Faculty Roles & Rewards, the Forum has chosen as its 2000 conference theme **"*Scholarship Reconsidered* Reconsidered: Update and New Directions."**

Sessions will focus on each of Boyer's four forms of scholarly work: the scholarship of *teaching*, of *practice and application*, of *integration and synthesis*, and of *discovery*. A fifth focus will be the challenges of bringing together these various forms. The conference will both highlight and critique the efforts of campuses and policymakers: *What has worked? What has not? What is still missing?*

Look for the **Call for Proposals** in next month's *Bulletin*. The deadline for submission is early September. For more information about the conference or the proposal process, contact Pamela Bender (x56), program manager, aaheffrr@aahe.org.

The Scholarship of Teaching

Some 110+ campuses so far are involved in the **Campus Program,** in which institutions commit publicly to fostering new models of teaching as scholarly work. A study of the conditions necessary for fostering a scholarship of teaching is leading each participant campus to a focused area



of study and action. Coordinated by the **AAHE Teaching Initiatives,** the Campus Program is one part of the three-part Carnegie Teaching Academy sponsored by the Carnegie Foundation for the Advancement of Teaching and supported by the Pew Charitable Trusts.

Part two of the Carnegie Teaching Academy, the **Pew Scholars National Fellowship Program,** selects outstanding faculty who, during their one-year term as fellows, invent and share new models for undertaking and documenting teaching as scholarly work. Many Campus Program participants are benefiting from their efforts.

Pew Scholars serving the 1999–00 term are: Peter T. Alexander, Heritage College; Thomas F. Banchoff, Brown University; Elizabeth F. Barkley, Foothill College; Janette B. Benson, University of Denver; Lendol Calder, Augustana College; Charles E. Carter, Seton Hall University; Anthony H. Catanach Jr., Villanova University; Jeffrey Chin, Le Moyne College; Susan W. Conkling, University of Rochester; Bruce Cooperstein, University of California-Santa Cruz; William Cutler III, Temple University; John W. Eby, Messiah College; Linda C. Hodges, Agnes Scott College; Anita S. Hollander, University of Tulsa; Dennis C. Jacobs, University of Notre Dame; T. Mills Kelly, Texas Tech University; Sherry L. Linkon, Youngstown State University; Larry K. Michaelsen, University of Oklahoma; Susan G. Nummedal, California State University-Long Beach; David Pace, Indiana University; Kathleen M. Perkins, Columbia College (IL); Mona T. Phillips, Spelman College; Anita Salem, Rockhurst University; Mariolina R. Salvatori, University of Pittsburgh; Margaret A. Syverson, University of Texas at Austin; Deborah Vess, Georgia College and State University; Theodore C. Wagenaar, Miami University; and Mark H. Walter, Oakton Community College.

Pew Scholars will be sharing results of their efforts at the **Colloquium on Campus Conversations,** a convening of Campus Program participants at the 2000 AAHE National Conference on Higher Education, March 29–April 2 in Anaheim, CA.

CUE Is Back!

The **Collaboration in Undergraduate Education (CUE) Action Community,** an AAHE constituency group first launched in 1984, is reactivating and seeking new members to join a discussion of **collaborative pedagogies** — including group learning in the classroom and at a distance, service-learning, learning communities, collaboration between institutions, and collaborative research.

As Bill Whipple, CUE founding chair, noted, "While collaborative learning is no longer a foreign concept to most educators, there remains a need for a context within which practitioners can compare thoughts and ideas, and newcomers to the method can be welcomed and assisted as they begin

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Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . send items by mail or fax or to tmarchese@aahe.org.

Wilson

Wilson

Lots of cheers and best wishes as former AAHE Board chair **Blenda Wilson** announces she'll leave her CSU-Northridge presidency to become the first president of the Massachusetts-based Nellie Mae Foundation. . . . Its mission is to promote accessibility, quality, and effectiveness of education from preschool through post-secondary, especially for underserved populations. . . . Giving will reach $5 million this year. . . . Meanwhile, back in Northridge, VPAA **Louanne Kennedy** takes over as interim president.

HACU

Antonio Flores, president of the San Antonio–based Hispanic Association of Colleges and Universities, was all smiles earlier this month as the Kellogg Foundation's **Betty Overton-Adkins** announced at a HACU meeting a $28.7 million grants program to link Hispanic-serving campuses with schools, businesses, and community groups. . . . The goal, Betty says, is to create a "seamless" web of services aimed at boosting Hispanic enrollment and graduation rates.

People

Potter

For 18 years the team of president **Neal Malicky** and VPAA **Mark Collier** has made things hum at Baldwin-Wallace College . . . July 1, Neal steps up to become chancellor for a year as Mark becomes president. . . . FIPSE director **Charles (Buddy) Karelis** accepts the Colgate presidency, succeeding **Neil Grabois,** headed downstate to be VP of the Carnegie Corp. of NY. . . . George Mason provost **David Potter** — he chaired that AAHE/ACPA/NASPA task force on academic–student affairs partnerships for learning — accepts the presidency at Mississippi's Delta State U. . . . Portland State's status as an academic leader seems assured as president **Dan Bernstine** names **Mary Kathryn Tetreault** provost . . . Tetreault has long involvements in community partnerships, diversity, service-learning, and undergraduate reform at Lewis and Clark and in the CSU system. . . . IUPUI (which has been scooping up the talent) nabs Ohio State's **Nancy Chism** as its new vice chancellor for professional development . . . Nancy is a former elected president of POD, the faculty-development organization . . . whose current president is **Jim Eison,** director of the Center for Teaching Enhancement at the U of South Florida.

More People

This is the season for search committees to bring their work to conclusion, as witness the appointments to presidencies of **Mark Emmert** (LSU-Baton Rouge), **Ronald Williams** (Prince George's CC), and **Allen Meadors** (UNC-Pembroke) . . . best wishes to them, and to new VPAAs **Leslie Wong** (Valley State), **George Humphrey** (Mass. College of Pharmacy and Health Sciences), **Harry Carter** (Citadel), **Ferol Menzel** (Wartburg), and **Ronald Satz** (UW-Eau Claire) . . . and to new student-affairs chiefs **Deborah McNish** (Earlham), **Penny Rue** (Virginia), **Bruce Baker** (Merrimack), **Regina Mooney** (Reed), and **Kevin Rolle** (Mississippi Valley). . . . Notre Dame's VPSA, **Patricia O'Hara,** will become dean of the law school. . . . **James Sulton Jr.** is the new SHEEO at the New Jersey Commission. . . . A notable retirement: **Raymond Bowen,** president of LaGuardia CC, September 30. . . . And nice professional honors for Arizona State B-school dean **Larry Penley,** the elected head of AACSB, and for Vermont's **Jill Mattuck Tarule,** chairing AACTE this year.

Endnote

I'm looking forward to the AAHE Assessment Conference next month in Denver (June 13–16), at which I hope to see all of you!

continued from page 14

to develop their own form of collaborative teaching and learning."

Join this special-interest group for AAHE members to meet others who share a goal of furthering collaboration — student-to-student, student-to-faculty, faculty-to-faculty, and institution-to-institution. CUE hopes to reinvigorate an informational and inspirational newsletter, connect with other groups, consolidate information on the Internet, and revisit its mission statement.

CUE is open to all AAHE members; dues are $10 yearly. To join, use the coupon below, or contact Pat Waldron (x27), membership coordinator, pwaldron@aahe.org. To discuss CUE's mission, contact Barbara J. Millis, director of faculty development, U.S. Air Force Academy, 719/333-2549 or millisbj.dfe@usafa.af.mil.

CALENDAR

1999 Assessment Conference. Denver, CO. *June 13–16.*

Constituency Group Leaders Annual Retreat. Washington, DC. *May 20–21, 1999.*

1999 Board of Directors Election.

- Ballots due. *May 22, 1999.*

1999 TLT Group Summer Institute. Williamsburg, VA. *July 8–12.*

1999 AAHE Summer Academy. Aspen, CO. *July 14–18.*

Eighth AAHE Conference on Faculty Roles & Rewards. New Orleans, LA. *February 3–6, 2000.*

- Workshop proposals due. *September 7, 1999.*
- Session proposals due. *September 13, 1999.*

☐ **Yes! I want to become a member of AAHE.**

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education*); and more!
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Vol. 51 No. 10 ▪ June 1999

AAHE Bulletin

A Publication of the
American Association for Higher Education

Talk, Talk, Talk, Talk ...

... About the Bilingual Education Debate

Jim Cummins

... Toward the 2000 National Conference

"To Form a More Perfect Union: Diversity and Learning"

... On Diversity

A statement from the Board

... From Last Spring's National Conference

Also in this Issue:

- **Board Election Results**
- **AAHE News**
- **Bulletin Board**
  by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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This June issue is an end in multiple ways.

It is the last installment in the *Bulletin*'s 1998–99 publishing year. Watch your mailbox next fall for the September issue, which as always will contain the Call for Proposals to AAHE's next National Conference on Higher Education (March 29–April 2, 2000, in Anaheim, CA).

It is the last *Bulletin* to which managing editor Carrie Witt contributed. From her first, February 1998, Carrie applied seemingly boundless energy, persistence, and good humor to her tasks, often under challenging circumstances. Among her legacies is the *Bulletin*'s new look, and we wish her well with new projects elsewhere. Come fall, a new editor will be in place.

Finally, this is also the last *AAHE Bulletin* produced under the wise and wonderful executive eye of AAHE vice president Ted Marchese. After some 170 editions, Ted will hand over his oversight responsibility to the new *Bulletin* editor-to-come, so he can concentrate on *Change* magazine and other, new AAHE projects. And he will be giving up "Bulletin Board."

…Thanks, Ted. For everything.

— Bry Pollack,
director of publications

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Editor: Theodore J. Marchese
Managing Editor: Carrie Witt
Director of Publications: Bry Pollack

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Research, Ethics, and Public Discourse: The Debate on Bilingual Education

A scholar of language learning, Jim Cummins was this year's Tomás Rivera Lecturer at AAHE's National Conference on Higher Education.

by Jim Cummins

Few educational issues in North America have become as volatile or as ideologically loaded as the debate on bilingual education. Twenty-five years of debate culminated in June 1998 with California's passage of Proposition 227, aimed at eliminating the use of bilingual children's first language for instructional purposes except in very exceptional circumstances. The Proposition passed 61% to 39%.

Research has played a prominent role in this debate. Unfortunately, the research evidence has been interpreted in very different ways by advocates and opponents of bilingual education. In this presentation I want to raise ethical issues about the way in which research evidence has been infused into the public discourse on bilingual education. Unlike courtroom lawyers, who advocate for their clients regardless of the merits of the case, academics have an ethical responsibility to analyze the evidence as objectively as possible and to recommend policy options consistent with that evidence. There is also a responsibility to address and to reconcile internal contradictions in their stated positions and interpretation of the research.

The academic debate on bilingual education contrasts markedly with the treatment of the issue in the media. Articles on bilingual education tend to be overwhelmingly negative in their assessment of the merits of bilingual programs. By contrast, the academic debate lines up virtually all North American applied linguists who have carried out research on language learning as advocates of bilingual programs, against only a handful of academics who oppose bilingual education. None of those who oppose bilingual education has a background in the discipline of applied linguistics. The most prominent of these opposing academics are Rosalie Pedalino Porter, Keith Baker, Christine Rossell, and Charles Glenn. Others, including Nathan Glazer and Herbert Walberg, have made occasional forays into the debate to express their skepticism about bilingual education.

In the next section, I will sketch some interpretations of the research that I believe a large majority of applied linguists would endorse. Then I will examine contradictions in the claims of some of the opponents of bilingual education.

The Applied Linguistics Perspective

Bilingual programs for minority- and majority-language students have been successfully implemented in countries around the world. David Corson and I documented programs in more than 30 countries in our book *Bilingual Education* (Kluwer, 1997). We found that students educated for part of the day through a minority language do not suffer adverse consequences in the development of academic skills in the majority language. If there were adverse consequences associated with bilingual instruction, there would not be 300,000+ English-background students in various forms of French–English bilingual programs in Canada.

Bilingual education, by itself, is not a panacea for students' underachievement. Underachievement derives from many sources, and simply providing some first-language instruction will not, by itself, transform students' educational experience. Bilingual instruction *can* make a significant contribution, but the predominant model of bilingual education (quick-exit transitional programs) is inferior to programs that aim to develop bilingualism and biliteracy, such as developmental (late-exit) and two-way bilingual immersion (dual-language) programs. Dual-language programs serve English-background students in the same classes as minority-language students, with each group acting as a linguistic model for the other.

The development of literacy in two languages entails linguistic and perhaps cognitive advantages for bilingual students. There are close to 150 research studies carried out since the early 1960s that report significant advantages for bilingual students on a variety of metalinguistic and cognitive tasks.

Significant positive relationships exist between the development of academic skills in the first and second languages. This is true even for languages that are dissimilar (e.g., Spanish and Basque; English and Chinese; Dutch and Turkish). These cross-lingual relationships provide evidence for a common underlying proficiency that permits transfer of academic and conceptual knowledge across languages.

Conversational and academic aspects of language proficiency are distinct and follow different developmental patterns. Several large-scale studies have shown that it usually takes at least five years for second-language learners to catch up academically to their native-English-speaking peers, but conversational fluency in English is often attained within two years of intensive exposure to the language. These data are very much at variance with the assumptions of Proposition 227, which provides only one year of intensive English language instruction before mainstreaming students into the regular classroom without specific language support.

Doublethink in Research and Policy

The term *doublethink* was coined by George Orwell in *Nineteen Eighty-Four* to refer to the simultaneous belief in two contradictory ideas. The phenomenon is very evident in academic arguments against bilingual education. Rosalie Pedalino Porter, for example, argues in *Forked Tongue* (Basic Books, 1990) against transitional bilingual education on the grounds that such programs entail less "time on task" than monolingual English programs. Yet in the same book she strongly endorses two-way bilingual immersion programs, which have far more first-language instruction for minority students (usually at least 50% in K–6). According to Porter, such programs promise "mutual learning, enrichment, and respect" and "are also considered to be the best possible vehicles for integration of language-minority students, since these students are grouped with English-speakers for natural and equal exchange of skills."

Keith Baker has also jumped on the doublethink bandwagon in providing opposite interpretations of the same program results. An El Paso program was labeled "bilingual immersion" by the district and involved a "native language cognitive development" component of 90 minutes a day at grade 1, gradually reducing to 60 minutes a day by grade 3, and 30 minutes a day by grade 4. In 1992, Baker correctly critiqued Porter's misinterpretation of this program as being an all-English program: "What Porter describes as an all-English immersion program in El Paso is, in fact, a Spanish–English dual-immersion program. The El Paso study supports the claims of bilingual education advocates that most bilingual education programs do not use enough of the native language. It does not support Porter's claims that they should use less" ("Review of *Forked Tongue*," *Bilingual Basics*, Winter/Spring 1992).

Yet six years later, Baker's interpretation of this program changed radically with no explanation of the change for the reader: "El Paso created an SEI [structured English immersion] program in which Spanish instruction was reduced to 30 minutes a day. The district followed students from this program and from the state-mandated bilingual education program for 12 years. The SEI students scored significantly higher on all tests for 11 straight years. In the 12th year, the SEI students still scored higher, but their advantage was no longer statistically significant, suggesting that, after a decade or so, the harm that bilingual education programs do to learning English is more or less wiped out by continued exposure to English outside the classroom" ("Structured English Immersion," *Phi Delta Kappan*, November 1998). (It is worth noting that Baker's second account of the El Paso findings are inaccurate. For example, differences between the programs disappeared by grade 7, not grade 12.)

It is clearly an extreme example of doublethink to be able to describe in 1992 a program as "a Spanish–English dual-immersion program" whose positive results support the "claims of bilingual education advocates that most bilingual education programs do not use enough of the native language" and six years later to describe exactly the same program as a "structured English immersion" program with positive results illustrating "the harm that bilingual education programs do to learning English."

Charles Glenn's major concern with bilingual education has been his perception that such programs segregate bilingual students from the mainstream, potentially contributing to their long-term marginalization in school and society. He fails to acknowledge, however, that segregation in schools is primarily a function of housing and neighborhood concen-

trations of particular ethnic groups and will exist regardless of the language of instruction. Despite his expressed opposition to bilingual education (as illustrated in his support for Proposition 227), Glenn, like Porter, has been an articulate supporter of two-way bilingual programs for language-minority (and language-majority) students. He notes in *Ethnic Minority Languages and Education* (Swets & Zeitlinger, 1991), for example: "The best setting for educating linguistic minority pupils — and one of the best for educating *any* pupils — is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement."

It should be clear at this stage that considerable common ground is emerging between "opponents" and "advocates" of bilingual education. So-called advocates have been highly critical of many quick-exit transitional programs on the grounds that they do not aspire to develop bilingualism or biliteracy and also fail to affirm strongly students' cultural and linguistic identity. Virtually all applied linguists endorse developmental or two-way bilingual immersion programs in preference to quick-exit transitional bilingual programs. Surprisingly, the same appears true of the so-called "opponents" of bilingual education: They are highly critical of transitional bilingual programs but have strongly endorsed two-way bilingual immersion programs. They have not, however, addressed the contradictions that their endorsement of two-way bilingual programs entails. To argue against bilingual education while at the same time endorsing the most intensive form of bilingual education at the very least requires explanation.

Unlike other academic "opponents" of bilingual education, Christine Rossell has not explicitly endorsed two-way bilingual immersion programs. Yet her arguments for structured English immersion programs are based overwhelmingly on the documented success of bilingual and trilingual programs. Rossell and Baker reviewed a large number of program evaluations and cite 10 research studies in *Research in the Teaching of English* (no. 30, 1996) that they claim show structured immersion to be superior to transitional bilingual education. Specifically, they claim that in comparisons of reading performance in transitional bilingual education versus structured immersion, no difference was found in 17%, and structured immersion was significantly superior to transitional bilingual education in 83% of studies. These statistics sound impressive, but they obscure the fact that nine out of 10 of the so-called "structured immersion" programs were actually bilingual or trilingual programs.

Thus, even though Rossell does not publicly endorse bilingual education, the fact that she relies on the success of bilingual and trilingual programs to make her point constitutes an implicit endorsement of bilingual immersion.

It is worth noting that the Tomás Rivera Center published a review of essentially the same evaluation database by Jay Greene that showed participation in a bilingual program (defined as one that had instruction through two languages) in the United States contributed a significant increment to academic achievement in comparison with participation in a monolingual English program. Greene reports that participation in a bilingual program over a period of two years made a difference of about one-fifth of a standard deviation in achievement. Thus, if the English-only student performed at the 26th percentile at the end of those two years, the bilingual student would be at the 34th percentile. (The report is available online at ourworld.compuserve.com/homepages/jwcrawford/bil-new.htm.)

The Ethics of Policy-Related Research

There will always be legitimate differences of opinion in the interpretation of academic research. Scientific progress is made possible by means of dialogue, discussion, and further research designed to resolve the differences. This process of dialogue has not happened in the area of bilingual education. A negative spin on the research to the tune of "bilingual education doesn't work" has been fed directly to the media and has polluted public discourse on this topic. I use the strong label "pollution" to convey the fact that the message broadcast by the media ignores the *consensus* among virtually all North American researchers that (a) countless successful bilingual programs have been implemented in countries throughout the world, and (b) two-way bilingual immersion programs have produced consistently positive outcomes for both language-minority and language-majority students and constitute a viable policy option for helping to reverse bilingual students' academic underachievement. I believe that academics, in contrast to lawyers, have an *ethical* responsibility to clean up the information pollution or to publicly admit that they have abandoned academic standards in favor of the standards of adversarial discourse, where the goal is to win rather than to contribute to effective policy grounded in solid research.

Jim Cummins is professor of curriculum, teaching, and learning at the University of Toronto. Write to him at jcummins@oise.utoronto.cu.

The annual Tomás Rivera Lecture at AAHE's National Conference is sponsored by the AAHE Hispanic Caucus for all conferees.

AAHE's 2000 National Conference on Higher Education
March 29–April 2 ◆ Anaheim Hilton and Towers, CA

Looking Forward to 2000

"To Form a More Perfect Union: Diversity and Learning"

by AAHE President Margaret A. Miller

For more about the 2000 conference and its keynoter **Mary Frances Berry** *see "AAHE News" in this issue. Then watch your mailbox next fall for more program specifics, and registration materials.*

This issue of the *Bulletin* highlights moments from AAHE's 1999 National Conference on Higher Education, held this past March 20–23 in Washington, DC. But even as we look back, we also want to look forward — to the 2000 National Conference on Higher Education and the celebration there of AAHE's 30th anniversary as an independent organization.

As captured in the 2000 National Conference theme "To Form a More Perfect Union: Diversity and Learning," the featured topic of the meeting will be access to higher education for the wide variety of students America's higher education institutions will serve in the 21st century. We can think of no more important topic to usher in the next millennium, no more suitable way to celebrate AAHE's first three decades, and no better way to prepare for its future.

A Controversial Site

AAHE's 2000 National Conference on Higher Education will take place in Anaheim, California. Because California is the home of Proposition 209 — the 1996 ballot initiative that effectively banned state-supported affirmative action, including in student admission and financial aid programs at public institutions — the choice of venue concerned some members of AAHE's racial and ethnic caucuses. Indeed, the Executive Committee of AAHE's Black Caucus had resolved that it would not participate in a conference held in California, except if the meeting were in San Francisco. Due to a breakdown in communication, for which the AAHE staff take responsibility, we were not aware of that resolution until the decision to go to Anaheim had been made. (In the sidebar *opposite*, the *Bulletin* provides the Black Caucus Executive Committee the opportunity to present its perspective on the Anaheim decision.)

The AAHE Board of Directors, after the fullest discussion — including consultation with the leadership of the Black Caucus and AAHE's other constituency groups — decided not to move the conference from Anaheim. The Board determined instead to use AAHE's 2000 National Conference on Higher Education to address the very issues underlying the Caucus's concern — ***access to and diversity in America's colleges and universities.***

Since then, the AAHE Black Caucus Executive Committee has reaffirmed its resolution not to participate in 2000. The Board of Directors respects the resolution; nevertheless the Board has concluded that AAHE can be of most use to California's colleges and universities in particular, and to higher education generally, if the Association goes where issues of access and diversity are being wrestled with most intensely.

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Issues Worth a Struggle

I am personally convinced, as is AAHE's Board, of the moral, educational, and practical importance of access to and diversity in higher education to the future welfare of this country. Since higher education is one of the few remaining access roads into the middle class, actions that limit inclusion are a threat to the future economic well-being of those not included. Such actions also damage the larger society, which then does not benefit from the fully developed intellectual powers of a growing proportion of its people.

We are grateful that AAHE's Black Caucus leadership, in raising the issue of the 2000 National Conference location, provided the impetus for a deeper Board discussion of how to ensure greater congruence between our words and our deeds on issues of diversity in AAHE's activities.

Thirty Years of "Learning First"

On June 1, 1999, AAHE marked the beginning of its 30th year as an organization of individual members who, regardless of their job, discipline, or background or their institution's sector, locale, or Carnegie classification, assert in their work the same priority — "Learning First."

Over the next year, AAHE will highlight that "Learning First" priority in sessions at its FFRR, National, and Assessment conferences, recognition events, and other commemorations. For more about AAHE's history as an association, visit the website at www.aahe.org.

AAHE's Black Caucus Executive Committee Speaks

The text that follows was prepared for the *Bulletin* by the chair of the AAHE Black Caucus, Joseph H. Silver, Sr., vice president for academic affairs at Savannah State University. The "diversity statement" mentioned by Dr. Silver appears on page 9 of this *Bulletin*.

— Eds.

Given the nature of this medium, the AAHE Black Caucus cannot present the entire historical account that led to the decision not to participate in the AAHE 2000 National Conference, which will be held in Anaheim, California. For that historical account, interested parties should request a copy of Roland Smith's memo to the Black Caucus outlining the historical account which evolved from a "group think" of Black Caucus members. (Send a 9x12 stamped envelope to me at Savannah State University, Savannah, GA 30304.) A brief statement is offered below.

At the town meeting of the 1996 AAHE National Conference, former chair of the AAHE Black Caucus Dr. Roland Smith expressed, on behalf of the Black Caucus, the concerns for the developments in California centered on Proposition 209 and other anti-affirmative action efforts. On behalf of the Black Caucus, he urged the AAHE leadership to take a stand on affirmative action and diversity. The AAHE leadership told the body that the request would be pursued. This did not happen. In 1997, the same concerns were raised in reference to the 1997 AAHE Conference on Faculty Roles & Rewards being held in San Diego. The Black Caucus asked the AAHE leadership to refrain from having any conferences in California.

We later found out that the 2000 National Conference was to be held in San Francisco. We expressed our displeasure but were convinced that AAHE's signed contract with the Hilton Hotel would prevent moving the conference from California. We acknowledged the positive position that Mayor Willie Brown had taken on these issues. Hence, our decision to "live" with San Francisco. We later learned the AAHE was given the opportunity, by the Hilton Hotel, to move the conference to accommodate a larger group. A $50,000 enticement came with this request. AAHE accepted the offer, but rather than move out of California, the decision was to move to Anaheim, California.

A primary issue in this scenario was that the AAHE leadership failed to consult the Black Caucus, or any of the caucuses, for feedback on the implications of such a move before the decision was made. The anti-affirmative action movement adversely affected the constituents of the AAHE Black Caucus and other minorities. We felt that the anti-affirmative action agenda should be addressed by AAHE and that, as a caucus, we did not want to support an area that had a blatant disregard for these matters.

Given the abbreviated accounts chronicled above, the Black Caucus has chosen not to participate in the 2000 National Conference. Instead, the Black Caucus will convene a summit that will address issues concerning blacks in higher education. The summit will be held in Savannah, Georgia, February 25-27, 2000. The theme will be "Summit on Blacks in Higher Education: Planning, Investing, and Executing Our Vision for the Future." The "Summit" will be held at the Westin Savannah Harbor Hotel and hosted by Savannah State University. Cosponsors are welcomed.

We recognize AAHE as one of the most viable higher education organizations in the country. As such, it should include all of its membership in decisions of this type. Further, AAHE should not shy away from issues affecting constituent members. We applaud AAHE on steps taken since the Black Caucus raised the issue of the 2000 conference being held in California. They include an inclusive mission statement, a diversity statement, and a decision to take an advocacy role from this point forward. Further, AAHE's Board has "opened the door" to further the discussion on these matters. These are steps in the right direction, and the hope is that progress will continue to be made in this area.

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On Diversity

A Board Statement to AAHE's Members

Certain fundamental values underlie AAHE's work. Among them is a conviction that without tough, honest conversations among people who see the world from different vantage points, we will never get to the root causes of our social and educational difficulties and to an understanding of what unites us. Another belief is that articulated in the Association's vision statement: "AAHE envisions a higher education enterprise that helps all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy."

Because this is a time when our historical strategies for creating an inclusive higher education system, such as affirmative action, are in jeopardy, the AAHE Board of Directors thought it was also a time to reaffirm its belief in access and diversity in higher education. It has done so in the following statement to the members, crafted by the Board with input from the leadership of AAHE's constituency groups (the AAHE American Indian/Alaska Native Caucus, Asian and Pacific Caucus, Black Caucus, Hispanic Caucus, and Women's Caucus, the Community College Network, Graduate Student Action Community, Research Forum, National Network of Faculty Senates, and Provost Group).

■

AAHE invites comment and conversation on this and other higher education topics in its new online AAHE Discussion Forum at www.aahe.org.

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AAHE Statement on DIVERSITY

The American Association for Higher Education views higher education as a key route through which individuals achieve the lifelong learning they need to grow as persons, participate in democratic processes, and succeed in a global economy. This view presumes structures of educational opportunity that are focused on teaching and learning, accessible to our diverse populations, and purposefully evolving. The values of quality, diversity, and individual and institutional growth are all ethical components of this ideal.

Since its formation AAHE has embodied these values in its various projects, conferences, and publications. AAHE has also been a co-signatory on documents such as the American Council on Education statement "On the Importance of Diversity in Higher Education" (February 1996, reissued February 1999) and the *Piscataway amicus* brief (August 1998).

But a spreading wave of political and judicial decisions affecting higher education — Propositions 209, 227, and 187 in California, the *Hopwood* ruling in Texas, Initiative 200 in Washington State, the Boston Latin case, and others — has increased the AAHE Board's concern that the Association's vision and the values that support it are threatened. These actions, which have eliminated race, ethnicity, and gender as considerations in admissions and scholarship decisions in the affected states and have led to cutbacks in recruitment programs for a diverse faculty and staff, threaten to undermine decades of progress in broadening access to higher education and reducing social stratification within it. In an alarmingly short time, their chilling effect on the racial and ethnic diversity of key campuses has become apparent. The Board believes that these rulings threaten not only diversity and access but also the overall quality of higher education and the public good it serves.

> *The AAHE Board of Directors forcefully affirms the interlocking values that are essential to the Association's work: quality, diversity, and improvement. Diversity creates the rich environments that are so crucial to democratic, real-world learning. Since by 2025 the American workforce will be predominantly comprised of people of color, access to higher education for historically underserved individuals is also in the nation's economic self-interest. The Board believes that institutions of higher education have a moral and educational responsibility to ensure that talent is developed in all communities, and that American colleges and universities collectively and individually are strengthened by diversity in campus populations.*

But statements alone, however compelling, are rarely sufficient to bring about systemic change. So AAHE will continue — through its projects, conferences, and publications — to assist campuses to increase access and diversity for students, faculty, administrators, and staff, as well as in curricula and programs. Given the momentum and gravity of the threats to achieving an equitable system of higher education in this country, the Association will sustain its efforts for years to come. It will also continuously reexamine the ways it carries out its organizational business to ensure that they are congruent with its values.

Finally, the Board calls upon the Association's members to commit their wisdom, energy, and resources to promote and strengthen diversity in and access to American higher education. It asks members to confront threats to diversity and to join the Board's efforts to transform higher education and ourselves.

Approved by the AAHE Board of Directors
April 26, 1999

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"Organizing for Learning: Constant Values, Competitive Contexts"

Plenary speeches delivered at last spring's National Conference on Higher Education

Photos by Todd Jagers, Constructive Images

"Change Is Coming to Higher Education: A View From the Community, Political, and Corporate Sectors"

Left to right: Van Erden, Gonzales, and Gray

A panel discussion with Irma Flores Gonzales, of the National Council of La Raza; James Van Erden, of Goodwill Industries; and William H. Gray III, of The College Fund/UNCF. The panel moderator was Frank Newman, of the Education Commission of the States.

The conversation around the country today that's urgent for all of us — in a lot of different ways — is the whole issue of schools: everything from preschool to graduate school. K–12 especially is engaging everyone, and everyone has their own idea of how it should work. One of my biggest concerns is the kind and quality of teachers we're producing in our universities and colleges. I resent hearing a young person say to me that they are going into education because it's the easiest way to get in and out of college. We need to challenge them more, so that they will weed themselves out and choose another field. We need to bring respect back into the teaching profession.

— Irma Flores Gonzales

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"Education as Resistance: The Fate of Values in Hazardous Times"

The keynote address was delivered by activist, teacher, and author Parker Palmer.

The greatest and the hardest lesson that I've learned from Parker is that personal integrity lives and is reflected in the smallest and the largest acts of each and every day. As he is known for saying, "You teach who you are."

— Tony Chambers, of the John E. Fetzer Institute, introducing Parker Palmer

"The Connection Between Higher Education and Pre-12 Education"

Howard Fuller, of Marquette University, distinguished professor of education and director of the Institute for the Transformation of Learning.

Each of us has a moral responsibility as citizens, as educators, to be concerned about the plight of *all* of our children, particularly our poorest children. What will happen to this country if we continue to allow the achievement gap between whites and poor children of color to not only exist but to once again widen? How will the democracy sustain itself?

According to Dr. Martin Luther King Jr., a person can be considered "free" when he or she has the capacity to deliberate or weigh alternatives — to make choices — and then accept the responsibility for his or her own actions. I would suggest that person's ability to be "free" in the truest sense is dependent on his or her ability to attain a point of relative economic independence. And relative economic independence, for most of us, is impossible without employment. And employment is not likely without a solid education.

— Howard Fuller

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"Learning, Working, and Playing in the Digital Age"

John Seely Brown, of Xerox Corporation. Chief scientist and director of Xerox's Palo Alto Research Center, he is also a member of AAHE's Board.

It's important to realize that the Internet is a transformative technology, very much like electrification at the turn of the century. Electrification changed every aspect of how we lived, how we worked, and how we learned. It took 20 or 30 years for that change to take hold. The same thing is now beginning with the Internet. But to see this, I think it's crucial to step back and think of the World Wide Web and the Internet as not just a network of computers but rather the beginning of a fundamentally new medium, like TV, radio, theater, books. What exactly this new medium is, believe me, none of us knows.

One aspect of the Web that interests me is that it may be the first technology that in a very serious way honors the notion of multiple intelligences. Our whole concept of literacy, to a very large extent, grew out of our worship of text because a particular technology called the typewriter provided a power tool. With the Web, we have for the first time a technology that can truly honor multiple forms of intelligence — abstract, textual, visual, musical, social, kinesthetic. We are beginning to see a medium in which a child could become attuned to his or her ideal way of initial learning.

— John Seely Brown

"Equality, Excellence, Education — and 'The Human Condition'"

***Professor of philosophy and women's studies Elizabeth Kamarck Minnich, of Union Institute Graduate School. Her best known book is* Transforming Knowledge.**

We are not static or singular people; we are complexly interactional. We belong to a very rich and tangled web of relations that no one of us can change. This web provides a constancy: It's hard to move and to change it, although it is also always changing. Education is one of the most crucial of human activities because of that interdependence. There are always newcomers who renew the world and challenge it and change it, and who are also changed by it. Education is a kind of half-way house for newcomers — not only children but those who were never educated, those with new questions, those with new perspectives. Education is a mediator, a way of introducing newness into the web of human relations.

— Elizabeth Kamarck Minnich

To Hear More

Audiotapes of these and other sessions from the 1999 AAHE National Conference on Higher Education are available from Visual Aids Electronics, 202 Perry Parkway, Suite 5, Gaithersburg, MD 20877; 301/330-6900; 301/330-6901 (fax). The cost is $11 per tape ($10 for 10 or more tapes), plus shipping. A complete list of taped sessions is available from VAE. In addition, transcripts of several speeches will be posted to AAHE's website, www.aahe.org.

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AAHE News

Four New Board Members

The results are in from this spring's Board of Directors election, so you won't have to wait for next September's *Bulletin* to learn that congratulations are due to:

- **Antoine M. Garibaldi,** already a member of AAHE's Board, elected Vice Chair, to serve as Chair in 2001–02. He is provost and chief academic officer at Howard University.
- **David W. Breneman,** university professor and dean of the Curry School of Education at the University of Virginia.
- **Audrey Harrigan,** professor of business education and director of the COPE (College Opportunity to Prepare for Employment) Program at LaGuardia Community College, CUNY.

In addition to these three additions by election, a fourth new director joins the Board by appointment: **Jorge Klor de Alva,** president of the University of Phoenix and senior vice president of Apollo Group, Inc. A long-time consultant in higher education, Klor de Alva previously was professor of comparative ethnic studies and anthropology at the University of California, Berkeley. He earned his bachelor's and a law degree from Berkeley and his doctorate in history/anthropology from UC-Santa Cruz.

"We are so pleased to have a new Board class with such a wide and rich range of experiences," says Peg Miller, president of AAHE. "These new members will help keep AAHE's attention on important emerging issues and make sure that our charts for the territory ahead are current." The new directors start their four-year terms on July 1. Their first Board meeting will be October 4–5, 1999, in Washington, DC.

FFRR Call in This Issue

This issue of the *Bulletin* contains the Call for Proposals for AAHE's eighth annual Conference on Faculty Roles & Rewards, to take place February 3–6, 2000, in New Orleans. The theme is **"*Scholarship Reconsidered* Reconsidered: Update and New Directions."** Your ideas and proposals are invited and eagerly anticipated! Conference registration materials will be mailed in mid-November 1999. Please contact Pamela Bender, program manager, AAHE Forum on Faculty Roles & Rewards, if you have questions about the conference in general or about the proposal process in particular.

A new feature at the 2000 FFRR conference is a preconference assembly, "Post-Tenure Review Considered," coming out of the New Pathways II project. This event (February 3–4) begins on Thursday evening and continues on Friday morning, addressing the issues and directions institutions are considering as **post-tenure review policies** are created and implemented. The assembly is an open, ticketed event; you will need to register for the conference, plus pay an additional fee. Through both this preconference event and PTR sessions within the conference proper, AAHE intends to provide models for getting started with post-tenure review, approaches to maintaining the momentum of newly established PTR programs, and practices for infusing innovation into existing PTR systems.

As you make your plans to attend, consider bringing a **team** to the conference (and to the PTR assembly). We look forward to seeing you in New Orleans in February 2000.

New! Online Discussion

This month AAHE launches an online **Discussion Forum,** a place for AAHE members and others to exchange views, share experiences, raise questions, and offer information on topics of interest in higher education.

AAHE program staff may join in, even periodically suggest a topic, but the Discussion Forum is intended to be your conversation with colleagues, to take where you will. To get things started, the kick-off topic for the new Forum is "*diversity and learning.*" The chat room is unmoderated, and we ask that all postings respect privacy and copyright laws. To participate, go to the AAHE website (www.aahe.org) and click on "Discussion Forum."

2000 NCHE

AAHE's 2000 National Conference on Higher Education, "To Form a More Perfect Union: Diversity and Learning," will be held March 29–April 2 at the Anaheim Hilton, CA. The theme reflects AAHE's commitment to address the many issues related to ensuring access to, and diversity in, higher education. Keynoter for the conference will be activist, author, and scholar **Mary Frances Berry,**

• Website: www.aahe.org • Fax/Access: 510/271-8164 • Listserv info: Fax/Access, item 12

chair of the U.S. Civil Rights Commission.

Sessions will describe challenges to an inclusive system of higher education and provide opportunities for conferees to learn from the experiences of others. Conference sessions will be organized along four tracks: "Ensuring Access"; "Supporting Student Success"; "Creating Inclusive Curricula and Pedagogies"; and "Building a Diverse Faculty and Staff."

Dr. Berry's keynote topic will be the moral imperative of serving all of America's future population. Among the other plenary speakers will be **Claude M. Steele,** professor of psychology at Stanford University, who will focus on the ways in which stereotyping can impede both access to and success in college for some students.

To help plan the 2000 National Conference, AAHE's Board of Directors formed an advisory committee, which began meeting in April. It consists of **Dick Chait,** chair of the committee and 99–00 chair of the Board; **Dolores Cross,** 98–99 Board chair; **Antoine Garibaldi** (just elected 01–02 Board chair); current Board members **Gail Mellow** and **Carlos Hernandez; Virginia Gonzalez,** past chair of AAHE's Hispanic Caucus; and **Ray Lou,** chair of AAHE's Asian and Pacific Caucus.

The **2000 NCHE Call for Proposals** will mail with the September *Bulletin*; it also will be posted on AAHE's website in August.

1999 Research Agenda Posted to Website

The 15th annual AAHE Research Forum convened at last March's National Conference on Higher Education.

After panel presentations, small-group discussions, and brainstorming, the 1999 Forum generated lists of possible research questions, which its leaders edited and integrated into a final 1999 Research Agenda. Each year, the Forum develops such an Agenda around the National Conference's theme.

Visit AAHE's website for a copy of the 1999 Research Agenda, as well as information about previous agendas and the AAHE Research Forum itself.

Summer Academy

AAHE selected 24 campus teams to participate in the 1999 Summer Academy, "Organizing for Learning," July 14–18 in Aspen, CO. Teams arrive with a specific project of strategic importance to their institution and leave the Academy having made significant progress and plans for success. An annual event of AAHE's Quality Initiatives, the Summer Academy for this year is designed to facilitate and deepen **learning about student-centeredness.**

For more information, visit AAHE's website (click on "Quality Initiatives") or contact Teresa E. Antonucci, program manager (x783), tantonucci@aahe.org.

The TLT Group's Summer Institute

The Fifth Summer Institute will take place July 8–12, 1999, at the College of William and Mary. This annual event convenes teams and individuals who wish to improve teaching and learning through **information technology.**

This year's Institute honors the memory of psychologist and faculty developer **Tom Creed,** of St. John's University (MN), with a special "Open Space Technology Forum" on July 10–11.

For more information, or to register for the 1999 Summer Institute, visit the newly revised TLT Group website at www.tltgroup.org. Some of Tom Creed's writings will be posted there before the event.

Dues Increase

At its last meeting the AAHE Board of Directors approved a $10 increase in two categories of member dues, effective with AAHE's next fiscal year. Beginning July 1, 1999, dues for "Regular" members will be $115 yearly; "Retired" member dues will be $60 yearly. "Student" member dues remain $55. Use the coupon on page 16 or contact the membership department (x776) to renew at the old rate through August 1, 1999.

New Phone Extensions for AAHE and The TLT Group Staffs!

AAHE is updating the telephone system in its One Dupont Circle office. AAHE's main numbers for voice (202/293-6440) and fax (202/293-0073) remain the same; however, all extensions for individual AAHE staff and TLT Group staff change. **Listen to the recording that answers AAHE's phone for further instructions and a listing of new extensions.** Clip and save the directory on page 16.

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Bulletin Board

by Ted Marchese

PEOPLE

The Education Commission of the States search for a president to succeed Frank Newman resulted in no appointment . . . (it wasn't the only search this spring to crash!) . . . the upshot is ECS's talented VP Kay McClenney becomes interim president. . . . Prof **Jim Applegate,** elected president of the National Communication Assoc, takes leave from Kentucky for a two-year appointment at the Kentucky Council on Postsecondary Education, there to work with **Gordon Davies.** . . . SUNY faculty member **Joe Flynn,** cochair (with **Karen Markoe**) of AAHE's nationwide network of campus senate leaders, accepts a two-year term (his second) as head of the SUNY systemwide faculty senate . . . they couldn't have picked a smarter guy.

Flynn

LEARNING COMMUNITIES

A tip of the hat to the Washington Center's terrific conference last month in Seattle on learning communities, 650 on hand, codirected by **Emily Decker, Jeanine Elliott,** and **Jean MacGregor.** . . . Before then, I visited Iowa State for a conference on the same topic hosted by **Corly Petersen Brooke** . . . in Ames, I found, they just do it: without fanfare, faculty members organized and taught 43 learning communities this past spring.

ASSESSMENT

As I write, we're just back from AAHE's 14th assessment conference, this year in Denver, for sheer energy one of the best yet. . . . The stunning news was the attendance — 1,613 people — a sure sign of the topic's importance to campuses. . . . The scary news came with tales of state boards or legislatures pushing aside campus-based forms of assessment in favor of statistical-indicator systems, often simple-minded (and not having much to do with learning). . . . The worst-case example may be in South Carolina, where a new performance-indicators system spelled the demise of SCHEA, the statewide network of campus-based folks interested in improving learning. . . . The best news from Denver was the methodological inventiveness on display . . . there've been great leaps in the development of electronic portfolios, for example . . . for a demo, go to this special website, developed by Rose-Hulman VP **Gloria Rogers**: www.rose-hulman.edu/ira/reps/.

PRODUCTIVITY

You hear this "P" word a bit less today than in leaner years earlier this decade, but the longer-term need to improve quality while controlling costs never went away. . . . Last month, ACE president **Stan Ikenberry** and USA Group senior-VP **Bob Dickeson** announced joint sponsorship of a national awards program for outstanding examples of "academic cost management" on campus . . . the program also wants to identify good examples of public communication about costs. . . . Dickeson, president emeritus at Northern Colorado, is the author of the just-released *Prioritizing Academic Programs and Services* (Jossey-Bass), a primer on resource reallocation.

PRODUCTIVITY (II)

The Pew Charitable Trusts has just appropriated $8.8 million to start up a Center for Academic Transformation at RPI, headed by AAHE Board member (and former EDUCOM VP) **Carol Twigg.** . . . The centerpiece will be an institutional grants program for the use of technologies to redesign large-enrollment introductory courses so as to realize cost savings and quality enhancements. . . . There's a seminar ("productive learning environments") and a newsletter connected to all this. . . . Info from www.center.rpi.edu.

Twigg

MORE PEOPLE

Very best wishes to new chief academic officers **Ron Crutcher** (Miami of Ohio), **Robert Smith** (Slippery Rock), **James Ball** (Carroll CC), **Leonard Bowman** (Wesley, in Delaware), and **John Haeger** (Maine at Orono) . . . and to our several new presidents this month, including **Bruce Grube** (Georgia Southern), **John W. Miller** (UW-Whitewater), **Ben E. Johnson** (Peru St), **George Martin** (St. Edward's), and **James Halseth** (Iowa Wesleyan) . . . VPAA **Suzanne Williams** steps in for Grube as the interim president at St. Cloud.

SIGNING OFF

This will be my last "Bulletin Board" column, as I make the transition this summer to a new focus on AAHE's stewardship of *Change* magazine and on assessment. For those of you keeping track, my first "Bulletin Board" appeared in the October 1986 issue . . . time moves on! . . . stay in touch via tmarchese@aahe.org.

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Allen-Webb, Crystal 768
Antonucci, Teresa 783
Aybar, Jessica 700
Bender, Pamela 777
Cambridge, Barbara 760
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CALENDAR

1999 TLT Group Summer Institute. Williamsburg, VA. July 8–12.

1999 Summer Academy. Aspen, CO. July 14–18.

1999 Flashlight Program Workshops.

- "Better Use of Money and Time." Indianapolis, IN. *September 22–24*
- "Evaluating Web-Based Courses." Rochester, NY. *October 1–2*

2000 Conference on Faculty Roles & Rewards. New Orleans, LA. February 3–6.

- Workshop proposals due. *September 7, 1999*
- Session proposals due. *September 13, 1999*
- Registration materials available. *November 1999*

2000 National Conference on Higher Education. Anaheim, CA. March 29–April 2.

- Call for Proposals available. *August 1999*

☐ **Yes! I want to become a member of AAHE.**

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education*); and more!
Mail/fax to: AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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